ABSTRACT

The essence of Human Resource Development is education, which plays a significant and remedial role in balancing the socio-economic framework of the country. CMI and CMC are the two congregations founded by Kuriakose Elias Chavara and its primary focus is on human formation though education. Kuriakose Elias Chavara, the great Educational revolutionary of the 19th century had opened a new path in the educational field of our nation through his valuable contributions. He has soared high in the caste-ridden society and took the initial step in the field of education by starting schools with the aim of educating all irrespective of caste or creed. Understanding that education is the best tool to transform the society, he promoted the poor and the marginalized to attend school and made the high caste and the lower caste sit in the same room and on the same bench. Kuriakose Elias Chavara comprehended the immense need of education and his work has performed a distinct function in the formation of a contemporary nation. To realize his vision he established two indigenous congregations named Carmelites of Mary Immaculate (CMI) for men and Congregation of the Mother of Carmel (CMC) for women. He dreamt human development through education and this dream went beyond the ages. Being inspired by the vision of the founder these two Congregations started many schools and colleges all over India. The current study throws light on the actualization of the Educational Vision of Kuriakose Elias Chavara in relation with Higher Educational Facilities and Human Capital Formation as independent variables. A convergent parallel mix method study was employed with a sample consisting of 190 religious faculty members of CMI and CMC higher education institutions from different parts of India. It involves collecting and analysing two independent strands of quantitative and qualitative data in a single phase; merging the results of the two strands and then looking for convergence, divergence, contradictions or relationships between the two datasets. The findings of the study reveal a close positive correlation of Actualization of the education vision of Chavara with the independent variables. Education facilities are seen to be essential in the development of quality education. Human capital formation acts as significant predictor in the vision actualization. The study has set a base on what is to be focussed in CMI and CMC higher education system and religious faculty members. It is also hoped that Education facilities and Human Capital Formation are the combination of the vision actualization in the education field.

Key words: Vision Actualization, Kuriakose Elias, Education Facilities, Human capital formation, CMI and CMC, Higher Education Institutions.

TABLE OF CONTENTS

SECTION NO.	TITLE	PAGE NO.
1.	INTRODUCTION	6
1.1	Education vision of Kuriakose Elias Chavara	7
1.2	Educational facilities	9
1.3	Theories of Educational facilities	10
1.4	Human Capital Formation	12
1.5	Theories of human capital Formation	12
2.	MAJOR CONCEPTS	14
3.	RESEARCH PARADIGM	15
4.	NEED FOR THE STUDY	16
5.	SCOPE AND SIGNIFICANCE OF THE STUDY	18
6.	RESEARCH GAP	20
7.	REVIEW OF RELATED LITERATURE	21
8.	OVERVIEW OF SECTIONS	27
9.	TITLE OF THE STUDY	28
10.	OPERATIONAL DEFINITIONS	28
11.	OBJECTIVES OF THE STUDY	30
12.	VARIABLES OF THE STUDY	31
13.	HYPOTHESES	32
14.	DESIGN OF THE STUDY	34
15.	POPULATION	35

16. SAMPLING TECHNIQUE 35
17. ETHICAL CONSIDERATIONS 36
18. TOOLS OF THE STUDY 37
19. PROCEDURE OF THE STUDY 38
19.1 Procedures of validation 38
19.2 Expert validation 38
19.3 Pilot study 39
19.4 Factor analysis 39
19.5 Item analysis 39
19.6 Proforma on background variables 39
20. MAJOR FINDINGS OF THE STUDY 41
20.1 Quantitative results 40
20.2 Qualitative results 43
21. EDUCATIONAL IMPLICATIONS OF THE STUDY 47
22. CONCLUSION 62
23. SUGGESTIONS FOR FURTHER STUDY 62
24. LIMITATIONS 62
25. BIBLIOGRAPHY 63
26. LIST OF PRESENTATIONS AND PUBLICATIONS 69

1. INTRODUCTION

Education performs an inevitable role in realising the progress and empowerment of any country. It facilitates the proper understanding and participation of those day to day activities of the modern world. It provides formation for one's character and act as an efficient agent in transmitting one's culture, belief and values to those having different cultural background. Education is a consistent process of becoming (Reddy, 1979, p. 50). It is not the buildings, nor the roads, nor the bridges that determine the development of a nation. On the other hand it is the human resource that the nation has developed through a well-defined system of education that forms the criteria of development (P.L Mehta, 1997, p. 1). Education is an illuminating experience which supports in making a significant output of the multifaceted realities of life. In India, we have constantly believed that education is an emancipating as well as an evolutionary power, which empowers the individual to rise from mere materiality to greater planes of intellectual and spiritual realisation. Development of higher education sector is one of the primary keys for assessing the economic, social, political and cultural growth of countries. During the last few years, the role and structure of higher education have significantly changed throughout the world (Teichler U. , 2015, p. 270). Imparting quality education to our youth is one of the highest forms of service an individual or institution can render to the nation. Its importance was best described by the Greek philosopher, Diogenes, who said 'the foundation of every state is the education of its youth'. By realizing this truth, Kuriakose Elias Chavara, the great Educational revolutionary of the 19th century opened a new path in the educational field of our nation through his valuable contributions. Understanding that education is the best tool to transform society, he promoted quality education for all (Radhakrishnan C. , 2015, p. 3). It was his discernment and forethought that made possible the Indian society to arrive at the incredible stand in the educational field that it has obtained today. To realize his vision, he established two indigenous congregations named Carmelites of Mary Immaculate (CMI) for men and Congregation of the Mother of Carmel (CMC) for women (Jossy, 2015). Human capital formation and individual development were an active vision of Kuriakose Elias Chavara (Paul, A multi faceted genius, 2017, p. 163).For the actualization of this vision, he took authoritative steps to standardize the quality of education (Chavara Letters, 2011). Being inspired by the vision of the founder, these two Congregations played a vital role in the field of education and the creation of human formation. Today these Congregations continue their mission through many higher educational institutions in India.

1.1 Education vision of Kuriakose Elias Chavara

The development of a vision, referred by Bennis & Nanus(Nanus W. B., 1985, p. 174)as a mental image of how possible and desirable will be the future state of an organization, is a fundamental aspect in education, and an effective educational leader must be very keen on it. To Senge (Senge, 1990, p. 206) the shared visions emerge from personal visions. A vision that can lead to the fulfilling goals of education must evolve out of the dynamic interaction of the members of the organization. And those shared visions require ongoing conversations where individuals are free to express their dreams. This kind of an open conversation enables them to listen to others' dreams as well. New insights of what is possible thus emerge out of this listening (Senge, 1990, pp. 217-218). And the responsibility of communicating the formulated vision to students, staff and faculty and community leaders is solely dependent on the educational leaders. Vision guides an organization by expressing what it needs to achieve. It serves as a signboard pointing the way for all who need to appreciate what the organization is and where it expects to go (Nanus B. , 1992, p. 175). We can recognize several educational visionaries who did wonders in the field of education and uplift the society and the world as well.

Kuriakose Elias Chavara (1805-1871) was a man who identified this power to enlighten the society through education. The initiatives Chavara took in the field of education originated from his mind, the source of which was his extraordinary personal charisma. Chavara himself was a versatile genius: an orator, dedicated teacher, relentless social reformer, talented organizer, a true visionary, gifted poet, play wright, multi-linguistic, and imaginative media person, etc. (Paul, 2017, p. 5). He was empowered with these skills and talents in the 19th century itself. Today in this 21st century (Fadel, 2009, pp. 45-56) multinational companies consider a person to be skilful if they have the twelve abilities which include critical thinking, creativity, collaboration, communication, social skills, productivity, flexibility, technology literacy, media literacy, information literacy, leadership, and initiative. Among this creativity, critical thinking, collaboration, communication are the four C's, which are highlighted because of their universality (Fadel, 2009, p. 62). These qualities belong to the first category. Critical thinking is essential for improvement. It is the mechanism that weeds out problems and replaces them with fruitful endeavours. Creativity is a means of adaptation. This skill empowers a person to see concepts in a different light, which leads to innovation. Collaboration is a challenging concept in four C's. Because to work together, achieve compromises, and get the best possible results from solving a problem is the essence of it. The strategic component of collaboration is readiness.

All contestants have to be ready to sacrifice portions of their ideas and adopt others to get results for the common good. That means understanding the concept of a "greater good". Communication is the adhesive that fetches all of these potentials together. That has the potential to eliminate confusions in a workspace. It helps to convey ideas among different personality types effectively (Fadel, 2009, p. 75). Kuriakose Elias Chavara acquired these skills. In the case of creativity and critical thinking, he wrote books like *Martyrdom of Anastasia*, *The Dirge*, and *Soliloquies* (Mundadan, 2008, pp. 346-375). Evaluating the collaboration and communication skills, he wrote several letters and was the mediator of so many disputes—E.g. Rocose schism (Mundadan, 2008, pp. 211-213).

Literacy talents are the succeeding set of 21st Century skills which include information, media and technology. Chavara, the champion of the 19th century, established a press (Paul, 2004, pp. 115-117) at his time. It was from this press that the first Malayalam daily newspaper, *Deepika* (Torch-bearer), came out in 1887. He was also the first Indian to start a printing press in the private ownership. Chavara has proved his interest in printing press and publication by establishing press with great pain and struggle to awaken the Kerala especially in the field of literature. Many young men and women acquired knowledge of their mother tongue. Many devotional prayer books were introduced to the people enhancing spiritual growth.

Life skills are the final category, also called FLIPS. These skills include flexibility, leadership, initiative, productivity and social skills (Stauffer, 2020). In the case of flexibility, he was a broad-minded person to accept all people without caste or creed. Because of his leadership and initiative skills, he is known as the champion of families and modern education in India. In the case of productivity, he has established two indigenous congregations (Kanjiramattathil, 1986, p. 68). As a social reformer, he was a man who lived for others and full filled the needs of the society. As an empowered person, he was a versatile genius. It is evident that these three categories of skills were evidently present in Chavara in the midst of impossibilities which proves that he was a versatile genius (Complete works of Chavara Vol. I, 1985). His vision has flourished over the years, contributing to 21st-century development and consequently the society has progressed, empowering different categories, thereby contributing to multidimensional interference.

'Competence' is a combination of knowledge, skills (12 skills), attitudes and values. Acquiring competence is a life-long process; there is no single point at which an individual becomes competent. It provides people an understanding to place themselves in open,

appropriate and effective interactions with those coming from diverse cultures, and to perform for the collective wellbeing and sustainable development. Chavara was a competent personality to awaken society through his reforms, understanding the needs of the time. He had been the beacon light of the 19th century directing the people who were moving aimlessly. He lighted a lamp of hope into the miserable lives of people (Paul, 2017, p. 9). Fulfilling this vision, he established several initiatives which have a high multidimensional impact. The important event in multidimensional interference includes education. CMI's and CMC's from the time of its inception targeted on quality education with combined competency. This flourishing over the years turned out to be human capital formation which takes up the elements of the creation of knowledge, social wellbeing and empowerment of individuals.

1.2 Educational facilities

The characteristics of the physical assets of the institution, buildings and facilities provided to support the learners, must be in a way that appeals to its users and thereby enhance utilization of those facilities to maximum for the achievement of their set goals (Ahmad, 2012, p. 472). Thus to safeguard the excellence and uphold wide-reaching standards, CMI and CMC institutions are taking challenges to impart its goals. The physical assets and development of facilities of institutions in higher education involves the provision of buildings, classrooms, hostels, staff quarters, workshops, laboratories, I.T. centres, libraries, health centres, and sports facilities. Establishment of motivating learning situation and security is also a major consideration of the management. Qualities of the physical assets like maintenance, renewal, innovation, facilities development efforts of the institutions will capture the attention of students, staff and foreigners to the institutions. Special care must be taken in maintaining a serene and beautiful environment and proper sanitation and thereby generating aesthetic impression and healthy ambiance and thus a conducive climate for teaching and learning. Ensuring appropriate quality of facilities in higher education institutions is very crucial when it comes to the effective realization of set goals and objectives of the learners.

The physical environment affects human motivation, behaviour, and performance. There are physical situations which generate a sense of safety, welfare, and assistance brain growth (Maslow, 2017). The design of a college or university's physical environment reflects its goals and values. The condition of the buildings and grounds directly affects educational outcomes. Educational facilities include not only classrooms but also athletic facilities, playgrounds, libraries, study areas, cafeterias, quality assurance, and assessment, etc. (Francis Ansha, 2017,

pp. 32-34) These are on influencing education, academic achievement, student health, and wellbeing. The good, flexible design of facilities and its effective maintenance is an integral part of the success of the higher education centres of CMI and CMC institutions.

1.2.1 Theories of educational facilities

The idea of Educational facilities is supported strongly by various theories. Here in the present study, the researcher has taken the following theories to enhance the importance of the variable.

1.2.2 Motivational Theories

One of the earliest of the motivation theories was developed by Abraham Maslow. He believed that human beings have a hierarchy of needs, which he explained using the illustration of a pyramid (Maslow A. H., Motivation and personality, 1970). The elementary requirements, such as foodstuff and housing to be met first, are placed at the bottom of the pyramid. Once these basic needs are satisfied employees look forward to feel safe, loved and cared and aspire for a sense of accomplishment and lastly for self-actualization which they attain from job, friendships and relationships and from work environments (Maslow A. H., 1943, p. 20).

1.2.3Social Practice Theory – 3-Elements model

One of the most definitive descriptions of social practices is given by Reckwitz (Reckwitz, 2002, pp. 245-250). Social practices according to him are routinized form of behaviours consisting of mutually interconnected elements such as forms of bodily activities, forms of mental activities, 'things' and their use, background knowledge in the form of understanding, know-how, states of emotion and motivational knowledge" (Elizabeth Shove, 2012, p. 11).Summarises the development of the framework of the 3-elements model thus:

- Materials: Materials refer to all those technologies, tangible entities and the stuff of the objects utilized.
- Competences: Competence comprises of skills, know-how, and technique.
- Meanings: Meanings includes all the symbolic meanings, ideas and aspirations. (Elizabeth Shove, 2012, p. 14).

1.2.4 Joseph Juran's Theory - Quality Trilogy

"Quality Trilogy" made up of quality planning, quality improvement, and quality control is a contribution of Joseph Juran. For the successful completion of a quality project, all quality improvement actions should be planned out and controlled with utmost care (Defeo, 2019). To him, there are ten steps to quality improvement (Juran, 1999). They are:

1. An awareness of the opportunities and needs for improvement must be created

2. Improvement goals must be determined

3. The organization is required for reaching the goals

4. Training needs to be provided

5. Initialize projects

6. Monitor progress

7. Recognize performance

8. Report on results

9. Track achievement of improvements

10. Repeat

A higher education institution is founded to plumb the depths of intuition to extract knowledge and wisdom. An institution continues to march towards excellence is only through the good facilities provided by its administrators. CMI and CMC educational institutions are empowered by excellent facilities, and thus the learning environment and human formation are nurtured and developed for the creation of a better society. About 57 higher education institutions of CMI congregation and 25 from CMC congregation have provided extraordinary facilities for the creation and distribution of knowledge all over India. By creating this situation, they followed the vision of Kuriakose Elias Chavara, the founder of these congregations. Quality, excellence, and service were his visions, and these institutions provide ample opportunities and good facilities for its subjects, and thus it creates tremendous changes in the Indian education scenario.

1.3 Human Capital formation

Human capital formation indicates the procedures of attaining and increasing the number of individuals who have the skills, edification, and experience, which are critical for the entire development of the country. Adam Smith, father of modern economics, spoke about four types of fixed capitals: 1) machines and instruments, 2) buildings and revenues, 3) land and 4) useful abilities of the inhabitants or the members of the society (Smith, 1776, p. 280). It is a general notion of the knowledge and skills embodied in human being, which plays a vital role in determining their labour productivity (Schultz T. , 1961, p. 17) and their ability to absorb new knowledge and technologies (Becker, 1962, p. 9). Human capital is unique and differs from other capitals. Though the accumulation of physical capital is quite crucial in the process of economic growth of a country, with time, the growth of tangible capital stock, as it is widely recognized is extensively dependent on human capital formation, which requires much attention. In the absence of adequate investment in human capital, utilization of physical capital will be at a low pace, leading to retardation of development (Gibbon, 2004, p. 203). The core of human capital formation is the acquisition of new knowledge and skills. There is no doubt in modern societies that education plays an essential role in this central activity.

1.3.1 Theories of Human capital formation

The idea of Human capital formation is supported strongly by various theories. Here in the present study, the researcher has taken the following theories to enhance the importance of the variable.

1.3.2 Human Capital theory

This theory was first formalized by Becker in the early 1960s but contemporaneously developed by others (Schultz T. , 1961, p. 140). Human capital consisted of the 'knowledge, skills and abilities of the people employed in an organization. While concise, Shultz's initial definition of human capital is somewhat limited in that it does not take into consideration the concept of 'value' and the importance of 'investment' in human capital. In 1981, Schultz revamped this definition and defined human capital as: ‘all human abilities to be either innate or acquired’ (Schultz T. P., 1981, p. 21). Human capital theory argues that investing in people makes them productive. Human resource development also advocates improved workforce development through investment in education and training (Naquin, 2002). Fitz-Enz (Fitz-Enz, 2000), observed that peoples' intelligence, their fulfilling work energy, positive attitude, reliability, commitment, ability to learn, aptitude, imagination, creativity, and motivation to

share information and knowledge make a difference that leads to innovation and process of human capital which have become very important to the development processes.

1.3.3. Theories of Performance

More effective and real job performance and improved employee inspiration or obligation are the two primary outcomes of the human resources. For Henri Fayol, a well-known efficiency theorist, an efficient management brings out the best in their workers (Breeze, 2002, pp. 906 - 918). The four functions of management; planning, organizing, leading, and controlling thus emerge out of this theory.

1.3.4 Theory of Reinforcement

This theory emphasizes the learning behaviour of a person and suggests that the learner will repeat that behaviour which is attached to a positive outcome or result. It was Skinner, an economist of the behavioural school of thought who proposed the theory of reinforcement (Isai Amutan, 2014, pp. 683-686). He suggested that training and development programmes, expected with positive outcomes, must be aligned with the objectives of the organization. Those basic suggestions of this theory can be materialised in training and development programmes by incorporating various techniques available in human resource practices with them.

1.3.5 Theory of Experiential Learning

Experiential theory of learning, proposed by C. Rogers provides a faithful basis in differentiating experiential and cognitive learning. The wants and needs of the learner are addressed by this type of learning. It is experience that the gives maturity to a person. It also increases the learning power besides increasing knowledge (Kolb, June 2009 , p. 302). Because of this personal involvement, learner is able to conduct a self-evaluation test, which facilitates in understanding the various effects of learning in his/her attitude.

1.3.6 Goal-setting theory

Goal setting theory, put forward by Edwin Locke in the 1960s, underscores that goal setting is fundamentally linked to task performance. It states that higher and better task performances are a result of specific and challenging goals along with the support of appropriate

feedback (Locke, 1981, pp. 127-135). The important features of the goal setting theory are as follows:

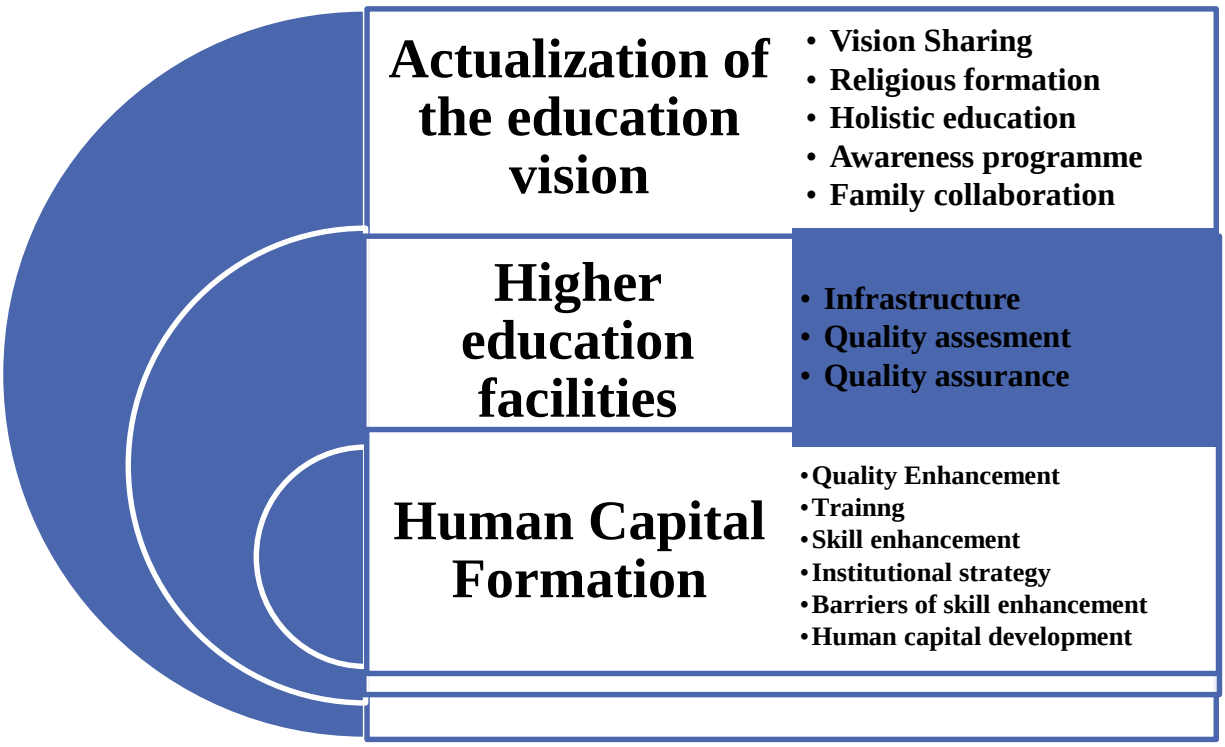
The main source of job motivation is indeed the willingness of the person to put effort towards the accomplishment of the goals. Observation makes clear that, particular and difficult goals are greater motivating than easy, general and vague goals. When goals are specific and clear they lead to greater output and better performance. Accompanied by a deadline, an unambiguous, measurable and clear goal avoids misunderstanding as well. It is also essential to make sure that goals are realistic and challenging at the same time. This is what gives an individual the feeling of pride and triumph when a certain goal is achieved, and it energizes him for the accomplishment of the next goal. When a goal is more challenging, the reward and the passion for attaining the goal will also be greater in magnitude (Locke, 1981, pp. 140-149).

Chavara is a visionary with revolutionary ideas and his far-sighted view realized the importance of creating, maintaining and utilizing the human potentials, which in turn will benefit the society in future (Chavara Letters, 2011). This vision gave rise to the birth of CMI and CMC religious congregations. Chavara focused on the integrated development of individuals and society. The members of the Congregation were empowered with the latest resources available at that time, which directly impacted the empowerment of the society. Education revolution enhances the social wellbeing, economic wellbeing and holistic development of the individuals, which encompasses the basic unit of the society. The objective of this study is to synthesize the vision of Kuriakose Elias Chavara regarding the concepts of higher education facilities, human capital formation and examine its result based on vision actualization of CMI and CMC faculties working in the higher education institutions. This legacy of Chavara vision is spread through different institutions headed by CMI and CMC. Educational facilities and human capital formation are emphasized in each of the institutions for the fact that it reforms the society with new vigour from time to time. The religious faculty tacked the crucial role in this reformation focusing on vision actualization of Chavara.

2. MAJOR CONCEPTS

The major concepts of the study include actualization of the education vision of Chavara, Higher education facilities and Human Capital formation. The concepts and the dimensions are summarized in Figure below:

Figure 1 Major Concepts of the Study.



3. RESEARCH PARADIGM

The word 'Paradigm' literally means an 'example', 'model' or 'epitome'. However, Hammersley has expressed its farfetched manifestation in the context of research methodology in realm of philosophy allowing a phenomenon to be studied, understood with an apt objective and as a product of research (Martyn Hammersley, 2012, p. 7). Any paradigm based on the philosophical branches of epistemology, ontology and methodology, which governs the means through a researcher comprehends the body of (knowledge) epistemology by a realistic lens (ontology) via its appropriate method (methodology) (Martyn Hammersley, 2012, pp. 8-12). As a research paradigm the philosophical foundations of Pragmatism lies in the historical contributions of the philosophy of Pragmatism (Maxcy, 2003, pp. 55-62) and it embraces a plurality of methods. Pragmatism maintains that researchers must be keen on using philosophical and methodological approach that suits best for the particular research problem that is subjected

to investigation often, this is incorporated with mixed-up methods or multiple-methods (Maxcy, 2003, pp. 72-75) (Lincoln, 2005) still focusing on the consequences of research and research questions rather than on these methods. Johnson agree that Pragmatism is an advanced philosophy that provides the epistemology and the logic for combining the quantitative and qualitative approaches and methods (B . Johnson & Onwuegbuzie, 2004, pp. 14-20). Moreover, Morgan has mentioned that Pragmatism is the philosophy that permits mixing paradigms, assumptions, strategies and methods of data collection and analysis (Morgan D. , 2013). Pragmatism is all about the notion "what works". This is mainly referring to the pragmatic theory of truth. Pragmatism is simply oriented toward solving practical problems in the real world rather than being built on assumptions about the nature of knowledge (Hall, 2013, pp. 20-25). It means that Pragmatism leads "action-oriented" research procedures. The current study is based on the paradigm of Pragmatism, on the lines of a mixed-method (quantitative and qualitative) data collection from the participants, which comprise of religious faculty members working in CMI and CMC higher education institutions. The dependant variable actualization of education vision of Chavara and the independent variables of higher education facilities and human capital formation were objectively assessed and reflected through the favourable disposition of the participants towards the vision actualization.

4. NEED FOR THE STUDY

21st century has given much importance to education, human capital formation and social development. Education is the main factor in increasing human capital and encouraging economic growth, by helping individuals like acquiring knowledge, opening doors to job opportunities, developing social interactions, being aware of their rights, improving health and reducing poverty. Quality education helps people lead a successful life, enhance their intelligence, skills, knowledge, and imparts positive transformations in their life (Knight, 2006, pp. 29-40). Today there are numerous institutions run by CMI and CMC congregation that provide quality education. Through this institutions, the education process is going well, for that they have made a lot of changes in society. They are continuing their educational methods based on Chavara vision and mission. The Vision of Kuriakose Elias Chavara aims at the development of the entire nation (Maria, 2014, p. 153). Being the founder of the first Indian religious congregations, he accomplished the dream of educational, social and cultural development of the entire society. He realized that without removing the darkness of ignorance, the seed and seedlings of holy people would not be formed (Chavarul, 2009). He had been the beacon fire of

the 19th century. It is the right and duty of his followers to pursue the footprints of the founder. Gathering power and motivation from the celebrated vision of the founder his followers have gone far in the field of education. They have generously set apart their human and material resources for the growth and development of the educational area, especially in the field of higher education. Their contributions have enriched the entire nation. Kuriakose Elias Chavara realizes the actual power of human resources (Jossy, 2015). He dreamt that the proper formation and channelizing of abilities and skills of the members of these congregations would help bring changes in the society. Hence, human capital formation and individual development were an active vision of Kuriakose Elias Chavara (Chakalackal, 2013). Through his vision, thousands of religious were empowered by CMI and CMC congregations and they brought about tremendous changes in the field of education and revolutionized the society. This explains the transformation of the individual in the field of academic achievements, career growth and capabilities through education by the congregational support. The transformation of society through these personnel is a measurable thing which we can be assessed by the current status of CMI and CMC higher educational institutions. How have these religious acquired skills and knowledge in a particular field? Whether the vision of Kuriakose Elias Chavara influences these persons? Are these educational facilities essential for academic achievements? Are the career development training programmes and other activities conducted by these institutions helpful to the development of the members? The study also clarifies that the faculties are empowered by the education vision of Kuriakose Elias Chavara to soar high and be of more significant benefit to the world at large. This is intended to highlight how the vision, mission, and inspiration of Kuriakose Elias Chavara helped to promote human capital formation among religious priests and nuns in the congregations and also to explore how they could influence the members of the higher education institutions.

So this study is to assess,

- How Kuriakose Elias Chavara's followers radiate the spirit of his education vision upon their institutions and how far the Vision is actualized through the members of two religious congregations (CMI and CMC)?
- How much effort does the persons who gained human capital formation from these religious congregations take to impart his Vision in the higher education level? Are these persons influenced and inspired by the Vision of Kuriakose Elias Chavara in their lives?

- How did the development happen in CMI and CMC colleges through the religious faculty members?
- How these religious acquired skills and knowledge in a particular field?

Chavara vision of education focuses on the overall development of human beings. He was a versatile genius. It is vital to check whether his followers are continuing his educational vision or not. So this study has got much importance in this base. Through this study, we can bring a lot of changes in the field of education. Moreover, priest and nuns, play a vital role in spreading value education throughout the world. Value education is an integral part of universal education. By giving value education, we can bring changes in the society. If they want to give more values to society, they need to be more empowered. This study focused on them to know whether they are following the real Vision of Kuriakose Elias Chavara. In the light of the above deliberation and discussion, the investigator has felt the need to undertake the present study titled "The actualization of the education vision of Kuriakose Elias Chavara through providing higher educational facilities in the formation of human capital in CMI and CMC higher education institutions".

5. SCOPE AND SIGNIFICANCE OF THE STUDY

Kuriakose Elias Chavara had made valuable contributions to the various aspects of the development of entire Indian society. This study highlights the impact of his contribution to the higher educational facilities and human capital formation through CMI and CMC congregations and their educational system. This explains the transformation of the individual and holistic development of the members in the field of academic achievements, career growth and capabilities through education by the congregational support.

The present study investigates the actualization of the education vision among religious faculty members working in CMI and CMC institutions in relation to higher education facilities and human capital formation. The dependent variable was the actualization of the educational vision of Kuriakose Elias Chavara, and the independent variables included higher education facilities and human capital formation. The demographic variables were gender, type of the institution, years of experiences and designation of the participants.

It is appropriate to investigate and sort out the contributions of Chavara to the society through his educational vision and explore how his followers actualize the vision though their

higher education institutions. Based on the various theories, this study investigates the actualization rates of the religious faculty members working in higher education institutions. In academic and religious studies, there are no studies on this topic. In the history of the CMI and CMC congregations, the present study is the pioneer dissertation to evaluate the religious faculty members by the educational vision of their founder. More than that the study facilitated the members to recognize and assess their capability to inculcate the founder's vision in their institutions. So, the scope of the study is extensive and far-reaching at the congregation level.

The study followed mixed-method research, including quantitative and qualitative methods. Three instruments used to collect data for the quantitative analysis were the Actualization of the Education Vision of Chavara Questionnaire (AEVCQ), Higher Education Facilities Questionnaire (HEFQ), and Human Capital Formation Questionnaire (HCFQ).

For qualitative analysis, seven questions were formulated. Questions are:

1. How far is the education vision of Kuriakose Elias Chavara actualized through the members of the CMI/CMC congregation?
2. Is there any difference between educational Vision of Kuriakose Elias Chavara and the present education vision of this institution?
3. How to evaluate the growth and development of human capital formation through higher education institutions of the CMI/CMC congregation?
4. How much effort does the persons who gained human capital formation from CMI/CMC religious congregation take to impart the vision of Kuriakose Elias Chavara in the higher education level? Are these persons influenced and inspired by the vision of Kuriakose Elias Chavara in their lives?
5. How is the infrastructure built and maintained in this institution?
6. What was the quality assessment processes in this institution?
7. How is quality assurance managed in this institution?

The researcher developed the tools. The standardized instruments were administered on 190 religious faculty members of CMI and CMC higher education institutions. The quantitative sample comprised of 160 members and qualitative sample (interview) consists of 30 members.

The study aimed at investigating the relationship between the dependent variable-actualization of the education vision of Kuriakose Elias Chavara and the independent variables higher education facilities and human capital formation. It also purported to examine if the

independent variables would be significant predictors of the dependent variable. Identification of significant differences, if any, across the demographics of gender, type of the institution, years of experiences and designation that they belonged in relation to their actualization of the education vision of Kuriakose Elias Chavara. The independent variables were also examined in the study. Lastly, the investigator sought to analyse if the independent variables could significantly predict their outcome on the dependent variable of actualization of the education vision of Kuriakose Elias Chavara.

The quantitative data were collected and analysed using statistical software, namely IBM's Statistical Programming for the Social Scientists (SPSS) Version 21.0, and R Version 3.5.3. Spearman's Rank Correlation method was utilized to calculate Spearman's rho (ρ) to measure the degree of association between the dependent variable (actualization of the education vision of Kuriakose Elias Chavara) and each of the independent variables (higher education facilities and human capital formation). Multiple Regression Analysis was conducted to examine significant predictors of actualization of the education vision of Kuriakose Elias Chavara. Mann-Whitney U-test and Kruskal- Wallis tests were conducted to test for significant differences between groups of gender, type of the institution, years of experiences and designation. A series of Scheirer-Ray-Hare tests were employed to examine the main effects and the interaction effects of the independent variables on the dependant variable. Qualitative data was collected and analysed using N-Vivo 12 plus software. The data was sorted and synthesized by the basis of themes and subthemes. Relationship between themes was explored with cluster analysis and concept map.

6. RESEARCH GAP

Literature shows numerous studies conducted worldwide and in India to analyse the higher education facilities and human capital formation. Very few studies were conducted in the field of Actualization of education vision of Kuriakose Elias Chavara. But the survey of all the three variables together has not yet been done. In the congregation level, there were few studies related to the contributions of the CMI and CMC congregations, and recently three studies were done to establish the educational vision of Chavara. But a mixed method study to evaluate the actualization of the education vision of Kuriakose Elias Chavara by the religious faculty members working in CMI, CMC higher education institutions in relation to the above three variables is the first one. So, this study is unique and relevant in the field of CMI and CMC education scenario. Since the present study included the religious faculty members of CMI and

CMC higher education institutions, it creates a dynamic vibration in the education sector and also the congregation level. It provides an opportunity to reflect and evaluate the performance of the religious faculty members. So, it is significant and relevant in the higher education sector of CMI and CMC congregations.

7. REVIEW OF RELATED LITERATURE

The section investigates empirical studies in the three variables of the study, i.e., Actualization of education vision of Kuriakose Elias Chavara, higher education facilities and Human capital formation. The reviews have been arranged retrospectively with the latest studies being placed first followed by the older studies. These have been categorized as follows:

Studies related to Actualization of the education vision of Chavara

Studies related to Higher Education facilities

Studies related to Human capital formation

7.1 Studies related to Actualization of the education vision of Chavara

There are several studies related to Kuriakose Elias Chavara but very few in connection with education vision of Kuriakose Elias Chavara.

1. A study on *'Education Envisaged by Kuriakose Elias Chavara, and its fulfilment in CMI-CMC schools*' by Molykutty P V (2017) has opened up a new area of interest – relevance of the education vision of Kuriakose Elias Chavara in the area of education – which had not been initiated within the congregations of CMI- CMC till the date. A qualitative study was carried out using Eisenhardt eight-step roadmap for theory-building case studies. Being the first study, in the area of the vision of Kuriakose Elias Chavara in schools, it has created new knowledge and practice of his actualization of his education vision in schools. It has originated a new theory and designed a practical model, i.e., CEVA model (Chavara Education Vision Actualization) as a framework of the congregation or of any agency.
2. *'Contributions of Carmelites of Mary Immaculate Congregation to Education in Kerala 1831- 2008*' the doctoral thesis of Wilson Kokkat (Kokkat, 2016) clearly notes the special distinctiveness of the CMI educational services and elaborately the historical

development of CMI educational endeavour over a span of one hundred and eighty years. And it also examines the vision that guided the founders as well as their successors in developing educational institutions. He adopted a historical approach and focuses on the direct and indirect impact on the spread of education created in Kerala society in the past, such as empowerment of women, the political awakenings, and formation of movements at the beginning of 19th century, starting off the daily Deepika, migration to Malabar region etc. had a deeper link between these and CMI education.

3. *'Empowered women hood – Blessed Kuriakose Elias Chavara's Socio-Pastoral Vision for women and the legacy of the Congregation of the Mother of Carmel*, is a research conducted by Navya Maria (2014). This study highlights the empowerment of women by means of the foundation of the Congregation of the Mother of Carmel. The study is based on the socio-pastoral and ecclesial issue of women of the time and the response he made to improve, safeguard and promote their position in the society and realistic response made by CMC in the church from the time of its inception to these changed and challenging times.
4. Mathukutty A. A, in his research study titled by *CMI and socio-economic and religious transformation in Kerala in the 19th and 20th centuries*, (Mathukkutty, 2002) counterpart Kuriakose Elias Chavara as Gandhi and Luther. According to him the time of Kuriakose Elias Chavara, caste issues were not only in the society but it was a practice even the people belong to the church. At such a time, Chavara rose a reformer of the society and church.
5. In the research article on "*Kuriakose Elias Chavara a man of God's thoughts*," Thomas Kochumuttom CMI (2014) emphasizes the days of Kuriakose Elias Chavara with a special reference on his capacity for crisis management charged by his trust apparition. Aptitude to evaluate actions, personnel, and substance in the radiance of faith create prudence, which in due course put into the defence of a custom that Syro Malabar Church carry on to protect in close association with Rome.
6. *The letters of Chavara* to the monasteries high light the importance of education. Realizing that empowerment of women is possible only through education; this great educationalist started the first convent for women in Koonanmavu (1866). Through education, he envisaged the formation of self-reliant and socially conscious women folk. He launched this great program of schooling with the aim of moulding good mothers and thereby good families. He introduced handicrafts for women to make them self-sufficient.

7. *Blessed Kuriakose Elias Chavara* by Valerian (1986) highlights the mandate issued by Chavara to launch a school with each parish. He was mainly instrumental in promoting the educational level of the Catholics, and the Carmelites have done selfless service in popularizing education among the masses. Convinced that the path of social progress could be lighted only there the light of education, Chavara started the Sanskrit School in 1846.
8. *'Itha Chavaraachan'* an extract from 'Respond to the writing on the wall of time', by Joseph (1989) stress the viewpoint of Chavara that a society without intellectual and educational progress can neither attain spiritual or material progress. Brilliant in studies and Scholarship, Chavara always insisted upon education for the growth of the community and society. He believed that education is a major source of power and means of empowerment of a person.
9. Muzhoor, in his *'Arupiyude Meloppulla Manushian* (2003) states the dictum of Chavara that 'Knowledge is power'. He also laid great emphasis on education as the foundation of progress. At a time when the Dalits were denied entry into even government schools, Chavara took the bold step of opening the school doors to all irrespective of caste and creed.
10. Sr. Avila in *Bhoomikanyakamarkoru Unarthupattu* (2012) states that Chavara believed that a culture founded on good education would be strong and glorious. He was always aware of the hardships suffered by his parents to give him an education. He was strongly convinced of the impact of educated women the growth of family, society and the spiritual well-being of all. One of the reasons for starting the first convent for the woman was to promote girls education. Chavara envisaged a progressive society where the intellectual blindness of the people is dispelled through the light of education. By opening up education to everyone, he elevated education to a high level. He stressed the importance of education by insisting that it is the duty of parents to educate their children.

7.2 Studies related to Higher Educational Facilities

1. A research study *'Higher Education in Punjab: An Evaluative Study*' by Tasneem Khan (2013). This study has been conducted with the help of historical, descriptive approach. By this approach, she critically analysed the UGC. Reports, MHRD documents, Reports of Senses of India, Statistical summary of Punjab of altered years, statements of Public Instruction in Punjab be appropriate to various years, Reports on the advancement of

Education in Punjab State in different times, and official websites of different universities of Punjab. In addition to this, the researcher introduced a descriptive method and collected samples from university teachers and sum up that the authority concern should take more remedial measures to improve higher education in Punjab.

2. In the research work named as the *'Socio-Historical development of Higher Education in India from the ancient period through to the present'*- by Sujit Kumar Choudhary (2008), has taken an effort of the development of higher education in India on the socio-historical basis. As his observations set off since the earliest time to the current time finds out that the mode of development in the learning institutes, faculties, and scholar enrolments. He emphasizes in his conclusion that still there is a need to re-examining and implements different policies and programmes by the government in more practical ways.
3. Veena Ramesh Shete's research work, '*A study of working conditions of teachers in Self-financing courses in higher education institutions in Mumbai*' (2016) is an exploratory study of lecturers and effectiveness of their instruction on higher education level, especially in the self-financing sector. Teachers are essential stakeholders in the educational system. As a proof of it, she has taken samples of privatized Mumbai institutions. As privatization opened up new avenues of development inside the higher education division, the same led to the massive exploitation of teaching staff. It presents the different benefits and facilities provided by higher education institutions to their employed teachers. It also tries to find out the different problems faced by teachers in the self-financing institution.
4. In 2010 a research study on *'Pupils Perception of Teachers changing role in e-learning physics classroom instruction' was conducted in Kenya* by Kiboss. He analysed the pupil's outlook of the position of the teacher during tutoring by a quasi-ethnographic design. The outcome of this qualitative study demonstrated to the views of scholars who be rendered towards electronic learning diverged momentous from those who were not. Majority learners in regular classrooms selected a tutor who was in control of the acceptance process. In contrast, individuals in the electronic learning process tutor have to sanction their effort and only assist them while about a requirement.
5. In 2010, Abbit conducted a research study on *'Student use of Technology Tools in a Collaborative Learning Project*'. It was a case study, for that he conducted a social survey and oral interviews for degree level scholars registered in the mathematics pedagogy course. Based on this survey, he concluded that how much technology tools are useful for collaborative learning in the higher education system.

7.3 Studies related to Human Capital Formation

1. *'Role of Education in Human Capital Formation in India, Since 1951'* by Zeba Sheereen (1999). In this study, the researcher tried to evaluate the role that education plays in the economic development of the country through the formation of human capital. It is a correlational study concentrated mainly on higher education. Though the period of study was since 1951, the non-availability of comparable data compelled to take the period of reference as 1961, it was only after the establishment of University Grants Commission that a more regular flow of data especially that of enrolment of students in higher education could be compiled. The study illustrated the fact that human being invests for the future, in the formation of education.
2. *'A Model of Capital and Skill Formation in an Open Economy'* by Vandana Sharma (1986). In this study, the researcher has introduced investment in human capital alongside physical capital in order to develop theoretical insights on how their accumulation affects trade pattern over time. The comparative static method used this study and its analysis, the human capital in the open economy, especially in trading activities.
3. A research work by Sri. Devasia M. D. named as *'Economics of human resource planning with special reference to higher education in Kerala'* (2005) is a study that stands on primary data, and mutually investigative and explanatory methods were used. The study submitted three major headlines that are Human capital, education firm and labour. This study highlights how much Human resource planning in higher education level results in the economic growth in Kerala.
4. An analytical study '*Human Capital Formation And Economic Development: International Experience'* by Gurinder Jit Singh Bhullar (2011), originate that at hand is a collaborative causality connecting the human capital formation and economic expansion through when per capita income was in use with an intermission after that causality becomes simplex. This point toward the reality that progress is significant for the human capital construction and just the once here is desired stage of human capital formation it adds to financial development. Economic development leads to improvement in the level of affluence of the people, which further boosts the human capital formation. Techniques such as Tabular Analysis and Regression Analysis were instrumental in the process of analysing the data for achieving the desired objectives. Besides these ratios, percentages, averages, etc. were also used in the analysis. Regression analysis had been

in use because it is an effective method for calculating the relative effect of different explanatory variables in the dependent variable.

5. Jiménez- Jiménez and Sanz-Valle, in their empirical study on *a range of Spanish enterprises,* conducted in 2005, examine the ways in which an enterprise composes a master plan for human resource management in order to out innovation in performance. Through their study of 350 Spanish firms, they discovered that the Schuler and Jackson (1987) strategy model seems to result in higher levels of innovation amongst those firms in the sample. This observation assures the importance of a strategic human resource management approach to innovation. The study also stressed on the need for the 'soft' human resource management practices to form a stable, balanced and committed workforce that ready to carry on risks (also to learn from them) for more innovation. This way, in the case of innovation performance, human resource management practices require inclusion both the lenient and solid features of human resource managing.
6. Another empirical study done by Perdomo Ortiz, González-Benito and Galende (2009), that too based on Spanish firms, is a thorough examination of the utilization of human resource management practices cooperated with total quality management (TQM), known as *'human resource management TQM practices',* and their various effects on the innovation performance of enterprises. These practices comprise team-working, extensive employee training, performance management, and measures to enhance the motivation of employees. Particularly, the authors look at and check the use of these practices in bundles. Human resource management TQM practices have resemblance in their nature to the practices linked with high-performance work systems, and thus this study presents a very useful proxy for the effect of high performance work systems on innovation performance. These authors' digs up a direct connection between the use of bundles in high-performance work systems practices and innovation performance. Those links that appear as the strongest in the study, are between the use teamwork (organization of work) and measures to enhance worker motivation.
7. According to Wobmann (2003) in the research study *Development of a European QCM*, two crucial aspects of human capital specification which can strongly influence the estimated growth effect of human capital are the correct inclusion of rates of return to education and the consideration of the quality of education. The development accounting results show that the development impact of human capital seems to be severely understated by human capital specifications-which neglect these specification issues. The study has focused on education as a means to accumulate human capital, and

encompassing specification of human capital should also consider the whole range of other investments which people make to improve their productivity. In addition to formal education, these investments include informal education acquired parallel to schooling, skills acquired after schooling through training on the job, and the experience gained through learning by doing.

8. Ghailani and Khan (2004) opined that the value of human capital has never been as important as in present times as we are living in a knowledge era where skills and education become quickly out of date. The education system as a whole has been a subject of continuous evaluation and reinforcement. The role of education and training in enhancing the chances of a better quality of life, prosperity and peace is being appreciated worldwide. The secondary level of education, in particular, plays a very crucial role in shaping the human capital of a nation. The study evaluated *the challenges faced by the secondary education system* and tried to find out the desirable structure, system and methods to import better learning and generation of knowledge so that the need of the private sectors can be fulfilled.
9. Salisu and Ayinla (2007) examined *the causal impact of education on growth in Nigeria between 1970 and 2004* empirically. Education was broken down into primary, secondary and tertiary levels and the causal linkage between each level of education and growth was investigated. Also, education was segregated by gender to ascertain whether the results will vary by gender. The study utilized correlation, unit root and granger casualty tests. The results generated from the estimation process suggest that only primary education has a causal linkage with growth in Nigeria. Even when the enrolment was segregated by gender, the result did not seem to vary noticeably.

8. OVERVIEW OF SECTIONS

The first chapter, titled 'Introduction' deals with the introduction of the main variable of the study, namely, Actualization of the education vision of Kuriakose Elias Chavara. It also describes the significance of independent variables of the study, namely Higher education facilities and Human Capital formation. The constructs of the variables, their theoretical and conceptual framework and its relevance in the current study; the need for the study, objectives of the study and the hypotheses have also been included.

'Review of Related Literature' forms the second chapter which systematically reviews various studies related to the dependent variable as independent variables of the study, which

have been categorized under three sub-sections. These include Studies on education vision of Kuriakose Elias Chavara, higher education facilities and human capital formation.

The third chapter of 'Research Methodology' describes the design of the research, hypotheses, variables of the study, description of the tools used in the study, operational definitions, sampling, sampling design, validation procedures, results of the pilot study, administration of the validated questionnaire and process of data collection.

The fourth chapter of 'Results and Discussion' involves an exhaustive description of data analysis and data interpretation. It enumerates a detailed and exhaustive description of Quantitative and qualitative analysis and its respective statistical procedures carried out such as the nature of distribution, descriptive study of the results, Correlational Analysis, Regression analysis, and inferential statistics involving Mann-Whitney U-Test and Kruskal-Wallis Test and ScherierRay-Hare Test, and thematic analysis.

The last chapter of the study namely 'Summary and Conclusions' summarises the research conducted along with the findings, results, educational implications of the study, conclusion, limitations of the study and suggestions for further research. The thesis concludes with the Bibliography and list of Appendices.

9. TITLE OF THE STUDY

The Actualization of the Educational Vision of Kuriakose Elias Chavara through Providing Higher Educational Facilities in the Formation of Human Capital in CMI and CMC Higher Education Institutions

10. OPERATIONAL DEFINITIONS

In the current study, the main concepts of Actualization, Education Vision of Kuriakose Elias Chavara, Educational facilities, Human capital formation, and Higher education institutions have been operationally defined as follows:

10.1 Actualization

It can be defined as the objectification of an idea or the act of creating something by thinking and giving the appearance of reality. In the present study, Actualization is the realization of CMI and CMC religious currently working in higher education institutions and the outcome of their maximum potential and possibilities.

10.2 Education Vision of Kuriakose Elias Chavara

In the present study, the Education Vision of Kuriakose Elias Chavara refers to education as a humanizing process, providing innovative and quality education, personal development, social transformation, the formation of youth and religious, inclusive, integrated and secular education in the service of the people. (Chavara Letters, 2011)

Vision Sharing: Vision sharing is what the members want to create or accomplish as part of the congregation. It is derived from the members of the congregation, creating common interests and a sense of shared purpose for all institutional activities.

Holistic education: Holistic education focuses on the fullest possible development of the person, encouraging individuals to become the very best or finest that they can be and enabling them to experience all they can from life and reach their goals

Awareness programs mean community-wide or audience-specific programming, initiatives, and strategies that increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration.

Religious formation: the process and practices by which a person may progress in one's spiritual or religious life

Family Collaboration: Families are interested in and concerned about their children’s learning

10.3 Educational Facilities

In this present study the term "educational facilities" refers to physical properties and human resources of CMI and CMC Higher Education institutions, including infrastructure, quality assurance, quality assessment, Electronic Media, e-learning course, Lab, smart room, finance, Organizations – students, teachers, cultural innovations, Quality education – the quality of teachers, Parent-teacher, teacher-student – relationship, Environmental programmes,

Empowerment programmes, Digital knowledge centres and library(Chavarul, 2009), (Chavara Letters, 2011).

Infrastructure: In the present study the 'Infrastructure' is generally defined as the physical framework of facilities like building, grounds, lab, etc. through which goods and services are provided to the organization.

Quality assurance: Quality Assurance means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced.

Quality assessment: Quality Assessment is the process of external evaluation undertaken by an external body of the quality of educational provisions in institutions, in particular the quality of the student experience.

10.4 Human Capital Formation

Human Capital in the present study refers to acquired skills, knowledge, spirituality, competencies in academics of CMI, CMC religious faculty members currently working in higher educational institutions being inspired by the vision of Kuriakose Elias Chavara (CMC Education Ratio, 2009), (CMC 9th Ordinary General Synaxis Decisions, 2016), (CMI Charism on the path of growth Vol.II, 2006).

Quality enhancement is a process of augmentation or improvement. It has two strands: first it is the enhancement of individual learners and second it is the augmentation or improvement of learners' attributes, knowledge, ability, skills and potential

Skills: An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and people (interpersonal skills).

Training: It is concerned with developing a particular skill to the desired standard by instruction and practice. Training is a highly useful tool that can bring a person into a position where he can do their job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skill of a member for doing a particular job.

Institutional strategies are patterns of organizational action concerned with the formation and transformation of institutions, fields and the rules and standards that control those structures.

Human development : The process of improving oneself through such activities as enhancing skills, knowledge, attitudes, relationships, thinking skills, personal capabilities, emotional awareness, values, and life skills behaviour that can be utilized in and outside.

10.5 Higher Education Institutions

In the present study, Higher Education Institutions referred to the higher education institutions such as aided, unaided, self-financing, autonomous colleges and deemed university run by CMI and CMC congregations (CMI Charism on the path of growth Vol.II, 2006), (CMI Education hand book, 2012), (Chavara Letters, 2011).

11. OBJECTIVES OF THE STUDY

- To explore the contributions of Kuriakose Elias Chavara by using institutional studies approach
- To evaluate the influence of higher educational facilities for the growth of education through CMI and CMC higher education institutions
- To evaluate the growth and development of the formation of the human capital of religious of CMI and CMC Congregations, especially those who work at higher education level.
- To check the relationship between the actualization of the educational vision of Kuriakose Elias Chavara, providing higher educational facilities and formation of human capital among the religious of CMI and CMC Congregations, especially those who work at higher education level.
- To investigate whether providing higher educational facilities and formation of human capital among the religious of CMI and CMC congregations who work at higher education level would be significant predictors of Kuriakose Elias Chavara.
- To identify the differences across demographics with respect to gender, type of the institution, designation and experience and actualization of the educational vision of Kuriakose Elias Chavara, providing higher educational facilities and formation of human capital among the religious of CMI and CMC congregations, especially those who work at higher education level.
- To discover the experiences of the religious of CMI and CMC congregations, especially those who work at higher education level regarding providing higher educational

facilities and formation of human capital implementation of educational vision of Chavara

12. VARIABLES OF THE STUDY

The study involves the use of dependent, independent and demographic variables, which are the following:

Table 1: Variables of the study

Dependent Variable	Independent Variables	Demographic Variables
Education vision of Kuriakose Elias Chavara	1. Educational facilities Factors : - i) Infrastructure ii) Quality assessment iii) Quality assurance 2. Human capital formation Factors:- i) Vision sharing ii) Holistic education iii) Awareness programme iv) Religious programme v) Family collaboration	1.Gender (Male and Female) 2. Type of the Institution (Aided and Self-financing) 3.Designation (Principal, Administrator, Professor) 4.Years of experiences (below 10 years, between 10 to 20, above 20)

13. HYPOTHESIS

The hypotheses were divided into four sets:

• Set I Hypotheses tested Relationships.

• Set II Hypotheses tested Regression.

• Set III Hypotheses tested for Significant Differences.

• Set IV Hypotheses tested Main Effects and Interaction Effects for Main Variables.

13.1 Set I Hypotheses (Correlation)

Hypothesis 1: There is no significant relationship between the scores of Education vision of Kuriakose Elias Chavara and higher education facilities in CMI and CMC higher education institutions

Hypothesis 2: There is no significant relationship between the scores of Education vision of Kuriakose Elias Chavara in the formation of human capital in CMI and CMC higher education institutions

Hypothesis 3. There is no significant relationship between the dimensions of Education vision of Kuriakose Elias Chavara and higher education facilities in CMI and CMC higher education institutions

Hypothesis 4: There is no significant relationship between the dimensions of Education vision of Kuriakose Elias Chavara and human capital formation in CMI and CMC higher education institutions

Hypothesis 5: There is no significant relationship between Education vision of Kuriakose Elias Chavara and the dimensions of higher education facilities in CMI and CMC higher education institutions.

Hypothesis 6: There is no significant relationship between Education vision of Kuriakose Elias Chavara and dimensions of human capital formation in CMI and CMC higher education institutions.

13.2 Set II Hypothesis (Regression)

Hypothesis 7: Higher education facilities would not be a significant predictor of Education vision of Kuriakose Elias Chavara among CMI and CMC faculty members working in higher education institutions.

Hypothesis 8: Human capital formation would not be a significant predictor of Education vision of Kuriakose Elias Chavara among CMI and CMC faculty members working in higher education institutions

13. 3 Set III Hypotheses (Testing Differences)

Hypothesis 9: There is no significant difference in the Education vision of Kuriakose Elias Chavara scores with respect to the gender (male and female) of CMI and CMC religious faculty members working in higher education institutions

Hypothesis 10: There is no significant difference in the Education vision of Kuriakose Elias Chavara scores with respect to the Type of the institution (aided and self-financing) of CMI and CMC in higher education institutions.

Hypothesis11: There is no significant difference in the Education vision of Kuriakose Elias Chavara scores with respect to the Designation (Principal, Administrator, Professor) of CMI and CMC religious faculty members working in higher education institutions.

Hypothesis12: There is no significant difference in the Education vision of Kuriakose Elias Chavara scores with respect to the Years of experiences of CMI and CMC religious faculty members working in higher education institutions

Hypothesis 13: There is no significant difference in the higher education facilities scores with respect to the gender (male and female) of CMI and CMC religious faculty members working in higher education institutions

Hypothesis 14: There is no significant difference in the higher education facilities scores with respect to the type of the institution (aided and self-financing) of CMI and CMC in higher education institutions.

Hypothesis15: There is no significant difference in the higher education facilities scores with respect to the designation (principal, administrator, and professor) of CMI and CMC religious faculty members working in higher education institutions.

Hypothesis16: There is no significant difference in the higher education facilities scores with respect to the years of experiences of CMI and CMC religious faculty members working in higher education institutions

Hypothesis 17: There is no significant difference in the human capital formation scores with respect to the gender (male and female) of CMI and CMC religious faculty members working in higher education institutions

Hypothesis 18: There is no significant difference in the human capital formation scores with respect to the type of the institution (aided and self-financing) of CMI and CMC in higher education institutions.

Hypothesis19: There is no significant difference in the human capital formation scores with respect to the designation (Principal, Administrator, and Professor) of CMI and CMC religious faculty members working in higher education institutions.

Hypothesis 20: There is no significant difference in the human capital formation scores with respect to the years of experiences of CMI and CMC religious faculty members working in higher education institutions.

13.4 Set IV Hypotheses (Testing Main Effect and Testing Interaction Effect for Main variables)

Hypothesis 21: Levels of Higher education facilities do not account for significant differences in the Education vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members working in higher education institutions.

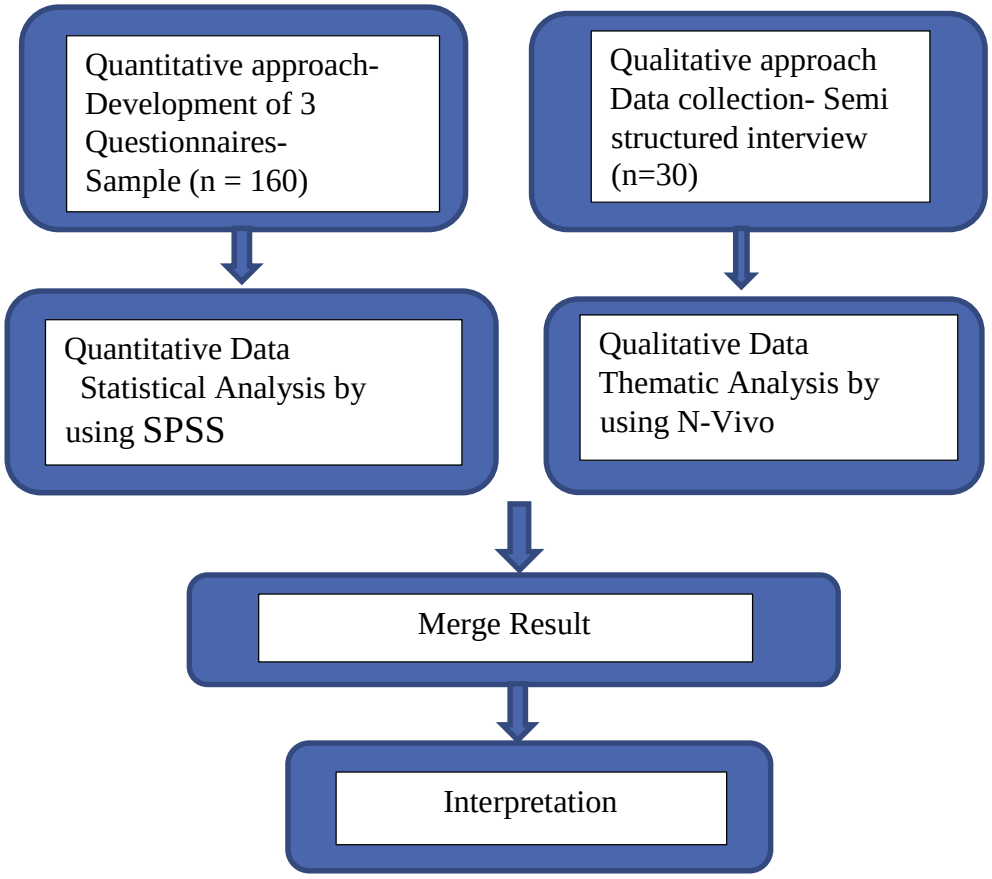
Hypothesis 22: Levels of Human capital formation do not account for significant differences in the Education vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members working in higher education institutions.

Hypothesis 23: The interaction effect of Higher education facilities and Human capital formation do not account for significant differences in the Education vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members working in higher education institutions.

14. DESIGN OF THE STUDY

The mixed-methods design for this study is a convergent parallel design (Creswell, 2011). It involves collecting and analysing two independent strands of quantitative and qualitative data in a single phase; merging the results of the two strands and then looking for convergence, divergence, contradictions or relationships between the two datasets. The study design is represented diagrammatically in figure below;

Figure 1 Study Design


Quantitative approach- Development of 3 Questionnaires- Sample (n = 160)
Qualitative approach Data collection- Semi structured interview (n=30)
Quantitative Data Statistical Analysis by using SPSS
Qualitative Data Thematic Analysis by using N-Vivo
Merge Result
Interpretation

15. POPULATION

The population of the study included all the religious faculties of CMI and CMC higher education institutions. Quantitative research methods emphasize objective measurements of data which can be collected through questionnaires. The data thus collected can be subjected to mathematical or statistical analysis to generalize it across groups of people (Babbie, 1990). Qualitative data collected through semi-structured interviews from principals, administrators, and managers of CMI and CMC higher education institutions. This survey was carried out from different parts of India. The total population was 250, and the collected samples were 160 survey and 30 interviews.

16. SAMPLING TECHNIQUE

The investigator adopted purposive sampling method as the sampling technique. Apart from the main objective to investigate the actualization of the education vision of Kuriakose Elias Chavara, the investigator also aimed to explore if the independent variables such as higher education facilities, human capital formation, and the demographic variables such as gender, type of the institution, years of experiences and designation would account for significant differences in the dependent variable –actualization of the education vision of Chavara.

Major demographic characteristics such as gender (male and female), type of the institution (aided and self -financing), years of experiences (below 10, 11 to 20, above 20), designation (head of the institutions, administrators, professors and asst. professors) were considered.

The sample size was calculated using Krejcie & Morgan's formula (Morgan R. V., 1970) as follows:

$$S = (2NP(1-P)) \div (d2\ (N-1) + \chi 2\ P(1-P))$$

Where's' is the sample size 'N' is the population size (250) 'd' is the degree of accuracy expressed as a proportion (.05), '$\chi 2$' is the chi-square with the degree of freedom 1 and confidence 95% = 3.841 (1.96 x 1.96 = 3.8416), 'p'= proportion of population (.50)

On substituting in *Equation 1*, the sample size was calculated to be

S = (3.841 x 250 x 0.50 (1-0.50)) ÷ (05 x 0.05 (250 -1) + 3.841 x 0.50 (1-0.50))

= 151.67 = 152

Thus, the sample size for the above population was calculated to be 0.27. The investigator decided to collect a sample size of 200 in order to represent population. For this, around 200 questionnaires were distributed in the religious faculty members working in higher education institutions, during the period of October- December 2018 and January - April 2019. However, only 160 duly filled questionnaires were returned to the investigator for data analysis.

17. ETHICAL CONSIDERATIONS

During the data collection, administration of the questionnaire, interview schedule, interpretation of the result and many ethical considerations were considered. Informed consent

was ensured through a letter and the researcher sought the permission letter from the superior general of the congregation to conduct the survey and interviews. The questionnaire and interview questions were given to religious faculties and informed early about the survey and interview. The participants were ensured that the data will remain confidential and there was never referred to the respondent. The data of each participant will be coded by a secret number.

18. TOOLS OF THE STUDY

As the study adopted was a descriptive study-cum-survey, it involved three research tools for quantitative analysis and semi structured interview schedule included 7 questions for qualitative analysis.

Quantitative tools

1. Actualization of the Education Vision of Chavara Questionnaire (AEVCQ)

Actualization of the Education Vision of Chavara Questionnaire (AEVCQ) was developed by the investigator and designed in the format of a 5-point rating scale of the Likert type.

2. Higher Education Facilities Questionnaire (HEFQ)

Higher Education Facilities Questionnaire (HEFQ) was developed by the investigator and designed in the format of a 5-point rating scale of the Likert type.

3. Human Capital Formation Questionnaire (HCFQ)

Human Capital Formation Questionnaire (HCFQ) was developed by the investigator. This was based 5 point rating scale of the Likert type.

Questions for interview

1. How far is the education vision of Kuriakose Elias Chavara actualized through the members of the CMI/CMC congregation?

2. Is there any difference between educational vision of Kuriakose Elias Chavara and present education vision of this institution?

3. How to evaluate the growth and development of human capital formation through higher education institutions of CMI/CMC congregation?

4. How much effort does the persons who gained human capital formation from CMI/CMC religious congregation take interest to impart the vision of Kuriakose Elias Chavara in the higher education level? Are these persons influenced and inspired by the vision of Kuriakose Elias Chavara in their lives?

5. How is the infrastructure built and maintained in this institution?

6. What was the quality assessment processes in this institution?

7. How is quality assurance managed in this institution?

19. PROCEDURE OF THE STUDY

19.1 Procedures of Validation

The quality and accuracy of the research study mainly depend on the validity and reliability of the tools or the measurement procedure used for the data collection. The validity of the tools is the concept of appropriateness and exactness. There should be a logical link between the questions and the objectives (Kumar L. N., 2011). To establish the rational accuracy and link for the tools there are various steps in the process of validation.

19.2 Expert Validation

The drafts of "Actualization of the Education Vision of Chavara Questionnaire (AEVCQ), Higher Education Facilities Questionnaire (HEFQ), Human Capital Formation Questionnaire (HCFQ)" which had been designed by the researcher were sent to experts of educational field and some other fields such as management and Chavara studies for content validation and construct validation. The suggestions by the experts to modify, reconstruct or delete were considered serious and the questions were rearranged by the researcher to enhance the construct and content validity of the tool.

19.3 Pilot Study

For the Standardization of the validated questionnaire, a pilot study was carried out by the researcher. This was done on a sample of 40 religious faculty members of CMI and CMC higher education institutions. The Item Analysis, Factor Analysis and Reliability tests were done with the sample of 40 faculty members. From the result of the pilot study, the questions were modified again in an accurate way. The reliability of the research tool was tested by Cronbach's alpha test.

19.4 Factor Analysis

Using Principal Component Analysis from the Statistical Package for Social Scientists (SPSS) version 21 which was developed by IBM, Factor Analysis was carried out on the results of the pilot study. The variance of the variables was identified by the factor analysis and the questions were rearranged according to the factor loading. Using Rotated Principle Component Matrix, Factor Analysis was done for 150 items. From the result, the items scored factor loading value less than 0.5 were dropped from the item list and prepared the final set of questions. The final set included 81 questions.

19.5 Item Analysis

The three questionnaires were administrated on 40 faculties of two types of institutions, aided and self - financing. Data collected on the sample for 150 items were subjected to item analysis. The item scores were correlated with total test scores and eighty one items were retained due to highly significant correlation.

Validity, Reliability, Objectivity and Practicability are the four characteristics of a good measuring tool or instrument in research. The accuracy of a research study is said to have reached its objective when its tools have purported to measure what it was expected to.

This calls for sound validity and reliability of the tools required to collect data for research. The items and the constructs of the tool must possess a link of establishment in order to satisfy its yardstick of a good measuring instrument. Hence, the process of validation is carried out with an objective of establishing empirical and rational accuracy with the tools.

19.6 Proforma on Background Variables

The proforma was designed to collect data on the following demographic variables: 1) Gender (Male and Female) 2) Type of the institution (Aided and Self finance) 3) Years of experiences (Below 10, 11 to 20, above 20), 4) Designation (Head of the Institution, Administrators, Professors and Asst. Professors)

20. MAJOR FINDINGS OF THE STUDY

20.1 Quantitative Analysis result

Results of Correlation

1. There is significant relationship between the scores of actualization of the education vision of Kuriakose Elias Chavara and higher education facilities in CMI and CMC higher education institutions (ρ =.611, p =.000<.01).
2. There is significant relationship between the scores of actualization of the Education vision of Kuriakose Elias Chavara and human capital formation in CMI and CMC higher education institutions (ρ =.641, p =.000 <.01).
3. There is no significant relationship between the dimension of "Vision sharing", from the actualization of education vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members and their scores in higher education facilities (ρ = -.041 p =.603 >.01).
4. There is no significant relationship between the dimension of "Religious formation", from the actualization of education Vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members and their scores in higher education facilities (ρ= -.044 p =.582>.01).
5. There is no significant relationship between the dimension of "Holistic education", from the actualization of education vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members and their scores in higher education facilities (ρ= -.044 p =.582>.01).
6. There is no significant relationship between the dimension of "awareness programme", from the actualization of education vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members and their scores in higher education facilities (ρ =-.044, p =.582 >.01)

7. There is significant relationship between the dimension of "family collaboration" from the actualization of the education vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members and their scores in higher education facilities (ρ =.313**, p =.000 <.01)
8. There is no significant relationship between the dimension of "Vision sharing", from the actualization of education vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members and their scores in human capital formation (ρ= -.088 p =.270 >.01)
9. There is no significant relationship between the dimension of "Religious formation", from the actualization of education vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members and their scores in human capital formation(ρ= -.101 p =.204>.01)
10. There is no significant relationship between the dimension of "Holistic education", from the actualization of education vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members and their scores in human capital formation(ρ = -.101 p =.204>.01)
11. There is no significant relationship between the dimension of "awareness programme" from the actualization of the education vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members and their scores in Human capital formation (ρ = -.101, p =.204>.01).
12. There is significant relationship between the dimension of "family collaboration" from the actualization of the education vision of Kuriakose Elias Chavara among CMI and CMC religious faculty members and their scores in Human capital formation (ρ =.385**, p =.000<.01).
13. There is significant relationship between the scores in actualization of the education vision of Kuriakose Elias Chavara and the dimension of "infrastructure" from the higher education facilities (ρ =.458**, p =.000<.01).
14. There is significant relationship between the scores in actualization of the education vision of Kuriakose Elias Chavara and the dimension of "Quality assessment" from the higher education facilities (ρ =.592**, p =.000<.01).

15. There is significant relationship between the scores in actualization of the education vision of Kuriakose Elias Chavara and the dimension of "Quality assurance" from the higher education facilities (ρ =.529**, p =.000<.01).
16. There is significant relationship between the scores in actualization of the education vision of Kuriakose Elias Chavara and the dimension of "Quality enhancement programme" from the human capital formation (ρ =.679**, p =.000<.01).
17. There is significant relationship between the scores in actualization of the education vision of Kuriakose Elias Chavara and the dimension of "Training" from the human capital formation (ρ=.583**, p =.000<.01).
18. There is significant relationship between the scores in actualization of the education vision of Kuriakose Elias Chavara and the dimension of "Skill enhancement programme" from the human capital formation (ρ =.573**, p =.000<.01).
19. There is significant relationship between the scores in actualization of the education vision of Kuriakose Elias Chavara and the dimension of "Institutional strategy" from the human capital formation (ρ =.375**, p =.000<.01).
20. There is no significant relationship between the scores in actualization of the education vision of Kuriakose Elias Chavara and the dimension of "Barriers of skill enhancement" from the human capital formation (ρ =.-.117, p =.139>.01).
21. There is significant relationship between the scores in actualization of the education vision of Kuriakose Elias Chavara and the dimension of "Human capital development" from the human capital formation (ρ =.537**, p =.000<.01).

Regression Results

22. The independent variables of higher education facilities and human capital formation, significantly predicted the dependent variable of actualization of education vision of Kuriakose Elias Chavara (F (4, 391) =74.038, p< .005, adj. R^2 =.479).
23. Higher education facility is a statistically significant predictor of the actualization of the education vision of Kuriakose Elias Chavara among CMI and CMC faculty members working in higher education institutions (R^2=.485, Beta=.303, p=.000<.05).
24. Human capital formation is a statistically significant predictor of the actualization of the education vision of Kuriakose Elias Chavara among CMI and CMC faculty members working in higher education institutions (R^2=.485, Beta=.460, p=.000<.05).

Tests of Significance

25. There is no significant difference in the mean ranks of the actualization of the education vision of Kuriakose Elias Chavara scores between male (*n=85, Mean Rank=79.97*) and female (*n=75, Mean Rank = 81.17*) of religious faculty members (*U* = 3137.00; *z* = -.173; *p*=.863).
26. There is no significant difference in the mean ranks of the actualization of the education vision of Kuriakose Elias Chavara scores between aided (*n=102, Mean Rank = 41.94*) and self-finance (*n=58, Mean Rank = 36.83*) institutions of CMI and CMC (*U* = 838.00, *z* = -1.349; *p*=.741).
27. There is no significant difference in the distribution of actualization of the education vision of Kuriakose Elias Chavara scores between the designation of the religious faculty members in CMI and CMC higher education institutions, (Chi = 6.083, *p* =.108 >.05)
28. There is no significant difference in the distribution of actualization of the education vision of Kuriakose Elias Chavara scores between the years of experiences of the religious faculty members in CMI and CMC higher education institutions, (Chi = 1.238, *p* =.538 >.05)
29. There is no significant difference in the mean ranks of the higher education facility scores between male (*n=85, Mean Rank=82.40*) and female (*n=75, Mean Rank = 78.35*) of religious faculty members (*U* = 3026.00; *z* = -.552; *p*=.581).
30. There is no significant difference in the mean ranks of the higher education facility scores between aided (*n=102, Mean Rank = 80.27*) and self-finance (*n=58, Mean Rank = 80.91*) institutions of CMI and CMC (*U* = 2934.500, *z* = -.083; *p*=.933).
31. There is no significant difference in the distribution of higher education facility scores between the designation of the religious faculty members in CMI and CMC higher education institutions, (Chi = 4.492, *p* =.106 >.05)
32. There is no significant difference in the distribution of higher education facility scores between the years of experiences of the religious faculty members in CMI and CMC higher education institutions, (Chi = 0.064, *p* =.969 >.05)
33. There is no significant difference in the mean ranks of the human capital formation scores between male (*n=85, Mean Rank=81.23*) and female (*n=75, Mean Rank = 79.67*) of religious faculty members (*U* = 3125.00; *z* = -.212; *p*=.832).
34. There is no significant difference in the mean ranks of the human capital formation scores between aided (*n=102, Mean Rank = 76.54*) and self-finance (*n=58, Mean Rank = 87.46*) institutions of CMI and CMC (*U* = 2554.500; *z* = -1.433; *p*=.152).

35. There is no significant difference in the distribution of human capital formation scores between the designation of the religious faculty members in CMI and CMC higher education institutions, (Chi = 1.851, p =.396 >.05)
36. There is no significant difference in the distribution of human capital formation scores between the years of experiences of the religious faculty members in CMI and CMC higher education institutions, (Chi = 2.892, p =.235 >.05)

Results of Testing Main Effect and Interaction Effect of Main Variables

37. There is a significant main effect of higher education facilities on the actualization of the education vision of Kuriakose Elias Chavara among CMI, CMC religious faculty members also existed (H = 40.421, at p=.000<.05, *Median* =100).
38. There is a significant main effect of Human capital formation on actualization of the education vision of Kuriakose Elias Chavara among CMI, CMC religious faculty members (H = 11.054, at p=.001<.05, *Median*=145).
39. The interaction effect of higher education facilities and human capital formation does not account for significant differences in the actualization of the education vision of Kuriakose Elias Chavara among CMI, CMC religious faculty members (H=0.613 at p=.231>.05)

21.5 Findings based on qualitative results of the study

Generative themes in this chapter indicated that participants responded to the interview questions by expressing their views and opinions about the Chavara vision actualization, educational facilities and human capital formation. Themes that emerged from the data, along with sub-themes and categories, have all been discussed with supporting quotes from the transcribed interviews. Researcher noticed that certain ideas of each participant repeated themselves throughout the themes. For instance, across various themes, vision actualization, educational facilities and human capital formation were repeated several times. In generating themes, researcher also noticed opinions and visions were similar to most of the participants. So, ‘condensations’ and ‘generalizations’ can be identified and analysed without discarding the particular life circumstances or unique social context of each participant (Falmagne, 2006).

The sub-theme “vision sharing” stated the participants’ response on the Chavara vision actualization through CMI and CMC religious faculty members working in higher education centers. Twenty six persons responded to this theme and one hundred and seven references were

given to support this sub theme. Out of thirty, twenty six participants expressed that they are transmitting the vision of Chavara by sharing values in their premises.

The sub-theme "religious formation" showed the participants' answer on the Chavara vision actualization through CMI and CMC religious faculty members working in higher education centers. Twenty two person responded to this theme and forty two references were given to support this sub theme. Out of thirty, twenty two participants expressed that religious formation is leading factor to sharing vision of Chavara.

The sub-theme "holistic approach" exposed the participants' response on the Chavara vision actualization through CMI and CMC religious faculty members working in higher education centers. Twenty persons responded to this theme and sixty three references were given to support this sub theme. Out of thirty, twenty participants expressed that holistic approach is the one of the visions of the institution to share vision of Chavara.

The sub-theme "family collaboration" indicated the participants' account on the Chavara vision actualization through CMI and CMC religious faculty members working in higher education centers. Eleven persons responded to this theme and twenty two references were given to support this sub theme. Out of thirty, eleven participants expressed that family collaboration in education is one of the factors to sharing vision of Chavara.

The sub-theme "awareness programmes" showed the participants' reply on the Chavara vision actualization through CMI and CMC religious faculty members working in higher education centers. Twenty two persons responded to this theme and forty two references were given to support this sub theme. Out of thirty, twenty two participants expressed that awareness programmes in education is one of the factors to sharing vision of Chavara.

The sub-theme "Infrastructure" presented the participants' answer on the educational facilities of CMI and CMC higher education institutions. Twenty persons responded to this theme and sixty references were given to support this sub theme. Out of thirty, twenty participants expressed that 'Infrastructure' in education is one of the factors to improving quality of education.

The sub-theme "Quality assessment" revealed the participants' reaction on the educational facilities of CMI and CMC higher education institutions. Twenty four persons

responded to this theme and sixty six references were given to support this sub theme. Out of thirty, twenty four participants expressed that ‘Quality assessment’ in education is one of the factors to improving quality of education

The sub-theme “Quality assurance” showed the participants’ reply on the Educational facilities of CMI and CMC higher education institutions. Twenty persons responded to this theme and fifty references were given to support this sub theme. Out of thirty, twenty participants expressed that ‘Quality assurance’ in education is one of the factors to improving quality of education.

The sub-theme “Training” indicated the participants’ report on the human capital formation among CMI and CMC religious faculty members working in higher education centers. Eleven persons responded to this theme and sixty six references were given to support this sub theme. Out of thirty, eleven participants expressed that ‘Training’ in education is one of the factors to improving human capital formation.

The sub-theme “Skill enhancement” showed the participants’ reply on the human capital formation among CMI and CMC religious faculty members working in higher education centers. Twenty four persons responded to this theme and eighty three references were given to support this sub theme. Out of thirty, twenty four participants expressed that ‘Skill enhancement’ is one of the factors to improving human capital formation.

The sub-theme “Quality enhancement” presented the participants’ response on the human capital formation among CMI and CMC religious faculty members working in higher education centers. Nine persons responded to this theme and twenty references were given to support this sub theme. Out of thirty, nine participants expressed that ‘Quality enhancement’ is one of the factors to improving human capital formation.

The sub-theme “Institutional strategy” displayed the participants’ reply on the human capital formation among CMI and CMC religious faculty members working in higher education centers. Five persons responded to this theme and fifty eight references were given to support this sub theme. Out of thirty, five participants expressed that ‘Institutional strategy’ in education is one of the factors to improving human capital formation

The sub-theme “Barriers” showed the participants’ response on the obstacles of Human capital formation among CMI and CMC religious faculty members working in higher education centers. Nineteen persons responded to this theme and seventy five references were given to support this sub theme. Out of thirty, nineteen participants expressed that ‘Barriers’ in higher education is one of the factors to prevent the human capital development.

Category distribution of the analysis showed that, the percentage distribution in the field of Chavara vision actualization female representation is higher than male and in the case of education facilities and human capital formation male representation is higher than female. The percentage distribution of the type of the institution showed slight differences. In case of years of experiences, the second category (experience between 10 to 20 years) showed higher percentage than other two sections. Considering the designation, the percentage of the head of the institution is higher than other two sections.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Implications based on Quantitative Analysis

The correlation results of the study of the actualization of the educational vision of Kuriakose Elias Chavara through providing higher educational facilities in the formation of human capital in CMI and CMC higher education institutions have many significant practical implications for CMI and CMC Congregations. The findings of the research can throw some insights and awareness to the CMI and CMC education institutions and religious faculty members. This study alerts Superiors and managers of the Congregations to focus on the educational facilities and human capital formation in the current education field for the effective and fruitful actualization of the educational vision of Kuriakose Elias Chavara.

The correlation results of the study show that there is a positive relationship between actualization of educational vision of Kuriakose Elias Chavara and higher education facilities of CMI and CMC institutions. It indicates that an increase in the scores of higher education facilities would lead to an increase in the actualization of education vision of religious faculty members in higher education institutions. The educational facilities have a profound impact in CMI and CMC education institutions. The facilities of an institution affect quality assurance, quality assessments, infrastructure, modern electronic medias, finance, organizations, quality of teachers etc... With respect to students, the facilities affect behaviour, relationship, learning, and growth

in achievement. Students and parents nowadays have high expectation of the education system, the learning atmosphere and the education premises as well. All facility managers (authorities) of the CMI and CMC institutions must deliver the needs of students, the staff and guests by constantly maintaining the buildings that exceeds their high expectations of the services rendered. Thus, the provincials of various provinces should provide excellent education facilities for the better education system. It is necessary to visit periodically the education institutions by the authorities and evaluate the facility management of the institution. Kuriakose Elias Chavara was an excellent administrator and he had a vision about good educational facilities. He provided well experienced teachers for the students. As the followers of Kuriakose Elias Chavara, CMI and CMC authorities should provide excellent facilities for better education. It will improve the vision of Chavara in every institution and transmit the effect to the global level.

The correlation result of the study also presents a positive and significant relationship between actualization of the education vision of Chavara and human capital formation. It indicates that an increase in the scores of Human capital formation would lead to an increase in the Actualization of education vision of religious faculty members in higher education institutions. Therefore, focus on the human capital formation of religious faculty members in the area of skill development, quality enhancement, training programmes, human resource management training, knowledge development, academic competencies, awareness programmes, seminars, workshops, certificate courses etc. are essential to improve the actualization of the education vision. The general and provincial education managers of the two congregations should be aware of the status and human capital potential of the religious faculty members working in higher education sector and give chance to develop their human potentials for the betterment of education sector. It will help to improve the vision of Chavara in each individual and transmit the effect to the entire world.

The correlation result of the study indicates that a significant relation between the dimension of “family collaboration” from the actualization of the education vision of Chavara among CMI and CMC religious faculty members and their scores in higher education facilities. It indicates that, family collaboration in higher education sector is closely related to the education facilities. Because families are interested and concern about their children’s learning. Their primary concern is the excellent facilities of the institution. Also the parent – teacher – student meetings are very important to the education sector. Family gathering of the staff and students will improve the quality of the institution. So well-equipped infrastructure and modern

communication medias are necessary to an institution. It is the duty of all educational facilitators of CMI and CMC institutions to give chance to the family members in collaboration with institution and provide excellent facility for expanding the vision of Kuriakose Elias Chavara.

The correlation result of the study shows that a significant relation between the dimension of "family collaboration" from the actualization of the education vision of Chavara among CMI and CMC religious faculty members and their scores in human capital formation. By initiating and nurturing collaborative relationships with families of students, educators can increase the likelihood of successful outcomes for students. Valuing family contributions, providing opportunities for meaningful involvement, and demonstrating caring and concern for students and families are small actions that can pay big bonuses in teacher, student, and family satisfaction. So the head of the institutions should take necessary actions to keep collaborative relationships with families of students. Public gathering, discussion sessions, orientation programmes, motivation classes, seminars etc. will improve the relationship with family and institutions. It also helps to increase the human capital development and thus sharing of vision will possible at large.

The correlation result of the study displays a significant relationship between the dimension of "infrastructure" from the higher education facilities among CMI and CMC religious faculty members working in higher education institutions and actualization of the education vision of Chavara. Infrastructure plays an important role in education sector. Buildings, classroom design, auditoriums, laboratories, campus area etc. are crucial elements of a learning environment. Classroom and interior ambience of higher educational institutions have a major impact on a student's learning and the outcome. So the management and administration wing of CMI and CMC education institutions should provide excellent infrastructure facilities for the institutions. Through these facilities the congregation will transmit the vision of Kuriakose Elias Chavara.

The correlation result of the study exposes the change in actualization of the education vision of Chavara lead to a significant change in their relationship with the dimension of "Quality assessment", from the higher education facilities of CMI and CMC religious faculty members. Providing quality education at a higher level is the need of the hour. Assessment is the process of external evaluation undertaken by an external body and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. Quality assessment is one of the processes of improving quality of CMI and CMC education institutions. So the

authorities of the institutions should ensure that the quality assessment processes is well managed in the institutions by periodical visits and evaluations.

The correlation result of the study shows a change in actualization of the education vision of Chavara lead to a significant change in their relationship with the dimension of "Quality assurance", from the higher education facilities of CMI and CMC religious faculty members. Quality assurance in higher education includes all policies, standards, measures, planned processes and actions through which the quality of higher education is maintained and developed. So it is the duty of the head of the institutions of CMI and CMC, to ensure the quality of education through conducting workshops, evaluation programmes, accreditations, e-learning programmes, online education programmes etc.

The correlation results of the study reveal the significant relationship between the dimension of "Quality enhancement programme" from the human capital formation among CMI and CMC religious faculty members working in higher education institutions and actualization of the education vision of Chavara. Hence, a change in actualization of the education vision of Chavara lead to a significant change in their relationship with the dimension of "Quality enhancement", from the Human capital formation of CMI and CMC religious faculty members. Quality enhancement helped to improve the knowledge, ability, skills, attributes of an individual. So the institution level the authorities take initiative to introduce quality enhancement programmes like knowledge enhancement training, quality improvement training, skill development programmes, creative thinking and writing courses etc.

The correlation result of the study exhibits a change in actualization of the education vision of Chavara lead to significant changes in their relationship with the dimension of "Training", from the Human capital formation of CMI and CMC religious faculty members. Training is a transforming process that requires some input and in turn it produces output in the form of knowledge, skills, and attitudes. It is concerned with developing a particular skill to a desired standard by instruction and practice. Training is highly useful tool that can bring a person into a position where he can do their job correctly, effectively and conscientiously. It is the act of increasing the knowledge and skill of a member for doing a particular job. Hence the CMI and CMC authorities of education institutions should introduce training models like system model, transition model and instructional system development model training programmes etc. for the increasing knowledge and skills of the faculty members.

The correlation result of the study indicates the change in actualization of the education vision of Chavara lead to a significant change in their relationship with the dimension of "Skill enhancement", from the human capital formation of CMI and CMC religious faculty members. Twenty first century skills like cognitive skills, technical skills, interpersonal skills, communication skills etc. enable the religious faculty members for the effective actualization of the Chavara vision in education sector. Lack of skills prevent the persons to excel in their obligations. So the general and provincial level education team of CMI and CMC congregations should provide remedial measures to the religious faculty members to improve their skills. Life skills packages, leadership training programmes, communication skill training programmes, master training programmes, coaching strategies etc. improve the skills of the faculty members. Through these members the education vision of Chavara will expand in grassroots level and also the entire nation.

The correlation result of the study exposes the change in the actualization of the education vision of Chavara that leads to a significant change in their relationship with the dimension of "Institutional strategy", of the Human capital formation of CMI and CMC religious faculty members. Institutional strategies are patterns of administrative action concerned with the construction and alteration of institutes, fields, rules and structures. Strategies includes the vision, mission, plans and goals of the institution. Several higher education institutions are run by CMI and CMC congregations. Educational leaders of these congregations are always alert to introduce new strategies for their institutions. Otherwise the institutions will get outdated. So general and provincial level empowerment programmes will help to renew the vision, mission and goals of the institutions. Thus, the institutional strategy will lead to the Chavara vision actualization.

The correlation result of the study shows a change in the actualization of the education vision of Chavara that leads to a significant change in their relationship with the dimension of "Human capital development", from the Human capital formation of CMI and CMC religious faculty members. Human capital development is the process of improving oneself through enhancing skills, knowledge, relationship, personal capacities, emotional awareness, values and life skills behaviour that can be utilised in and outside. Human capital development is vital to the growth and productivity of the institution. The people who make an institution run are an asset to be invested in. In CMI and CMC congregations their religious members are the assets of the congregation. So the authorities of these congregations will provide human resource

training programme, organizational learning training, talent management training, people management training, professional training and mentoring, interactive programme etc. for the members and through them the congregation will expand the actualization of the education vision of Chavara.

The result of regression indicates that the independent variables, higher education facilities and human capital formation are significantly predicted the dependant variable of the actualization of the education vision of Kuriakose Elias Chavara. It indicated that an increase in the independent variables will cause to the 47.9 times of increase in the dependant variable. So the general and provincial level management intensive attention for the development of the independent variables, i.e., higher education facilities and human capital formation. The improvement of higher education facilities such as infrastructure, lab facilities, modern technologies, campus areas etc.…, would lead to the increase in possibilities of actualizing the education vision of Kuriakose Elias Chavara. Similarly planned investment in Human capital formation of faculty members of the CMI and CMC congregation such as education in foreign universities, psycho –spiritual development programmes etc. would lead to the increase in possibilities of actualizing the education vision of Kuriakose Elias Chavara. Hence the major superiors should adopt remedial measures to improve the education facilities and human capital formation.

The results of regression reveals that higher education facilities are a significant predictor of actualization of the education vision of Chavara. It indicates that an increase in the scores of higher education facilities would lead to an increase in the actualization of education vision of religious faculty members in higher education institutions. The educational facilities have a profound impact in CMI and CMC education institutions. The facilities of an institution affect quality assurance, quality assessments, finance, organizations, quality of teachers etc... With respect to students, the facilities affect behaviour, relationship, learning, and growth in achievement. Students and parents nowadays have high expectation of the education system, the learning atmosphere and the education premises as well. All facility managers (authorities) of the CMI and CMC institutions must deliver the needs of students, the staff and guests by constantly maintaining the buildings that exceeds their high expectations of the services rendered. Thus, the provincials of various provinces should provide excellent education facilities for better education system. It is necessary to visit periodically the education institutions by the authorities and evaluate the facility management of the institution. Kuriakose Elias Chavara was

an excellent administrator and he had a vision about good educational facilities. He provided well experienced teachers for the students. As the followers of Kuriakose Elias Chavara, CMI and CMC authorities should provide excellent facilities like modern class rooms, efficient faculties etc. for better education. It will improve the vision of Chavara in every institution and thus transmit the effect to the global level.

The results of regression exposes that human capital formation is a significant predictor of actualization of the education vision of Chavara. It indicates that an increase in the scores of human capital formation would lead to an increase in the actualization of education vision of religious faculty members in higher education institutions. Therefore, focus on the human capital formation to religious faculty members through career development programmes, facilitator training programmes, team building exercises etc. are essential to improve the vision actualization. Collaborative education with foreign universities also help to improve the human capital formation. The general and provincial education leaders of the two congregations should be aware of the status and human capital potential of the religious faculty members working in higher education sector and give chance to develop their human potentials for the betterment of education sector. It will help to improve the vision of Chavara in each individual and transmit the effect to the entire world.

The result of the main effect and the interaction effects of main variables show that, the actualization of the education vision of Kuriakose Elias Chavara in CMI, CMC religious faculty members are high, whose Human capital formation is also high. It was also observed that a significant main effect of Higher education facilities on the actualization of the education vision of Kuriakose Elias Chavara among CMI, CMC religious faculty members existed. This result concludes that there is significantly high actualization of education vision of Kuriakose Elias Chavara in CMI, CMC religious faculty members with regard to education facilities and human capital formation. So the general and provincial superiors should provide excellent educational facilities and human capital development programmes for the betterment of the religious faculty members and it will help to improve the actualization of the education vision of Chavara.

Implications based on Qualitative Analysis

The sub-theme “vision sharing” exhibited the participants’ account on the Chavara vision actualization through CMI and CMC religious faculty members working in higher education institutions. Twenty six persons had responded to this theme and one hundred and seven

references had been given to support this sub theme. Out of thirty, twenty six participants expressed that they were transmitting the vision of Chavara by sharing values in their premises. The opinion of the majority participants (eighty seven percent) were that, the religious faculty members were sharing the education vision of Kuriakose Elias Chavara through their institutions. The intensity of vision sharing was an important thing in the education sector. Case 15 stated that, *they were trying their level best to give value education and they had tried to give a detailed study of St. Chavara's Chavarul to the students, parents and faculty members. They celebrated founder's day every year and had conducted orientation programmes on parenting, value education, motivation etc.… Through those programmes they were trying to spread the vision of Chavara.* Case 18 stated that, *in their institutions they circulated their founder father's 'Chavarul 'among the students and the staff. They celebrated their 'founder's day' with 'Novena prayer' and on feast day they made a grand celebration. According to his vision they took more care to uplift the women around them and gave training in the tailoring and like other things. So many had benefitted from that. They gave counselling for both parents and students.* Case 13 stated that, *congregation was doing many programmes for the actualisation of the vision of Chavara, such as educational programmes, health care programme, and social transformation programmes etc... Those programmes mainly focused on the betterment of the society and also the upliftment of the marginalised.* These responses indicate that the religious faculty members are aware of the vision shared through their institutions. CMI and CMC are two leading congregations founded by Kuriakose Elias Chavara and they spread their vision through their education institutions. They started education institutions at Kerala in 19th century and that was the mile stone of educational development in Kerala. Implementation of Chavara model quality education was the reason for the sudden outbreak of education in Kerala. Through their educational system they shared their founder's vision and thus a moral uprightness was happened in Kerala, India and all over the world. In India there are lot of education institutions run by government and other educational agencies. They also can adopt Chavara model of quality education for the upliftment of the society.

The sub-theme "religious formation" revealed the participants' response on the Chavara vision actualization through CMI and CMC religious faculty members working in higher education centers. Twenty two persons were responded about this theme and forty two references gave support to this sub theme. Out of thirty, twenty two participants expressed that religious formation is the leading factor to sharing the vision of Chavara. Majority of the respondents (seventy three percent) suggested that 'religious formation' had helped to the actualization of the

education vision of Kuriakose Elias Chavara. For example Case 5 stated that, t*he formation in CMI Congregation had a blend of the spiritual formation, skills of the individuals, and also the formation and living or working in teams*. Case 16 highlighted that, in *the time of their formation they were studying and practicing the Chavara vision and policies. There were Chavara meditation and practices. So it was very easy for them to do the same thing*. As these responses indicate the faculty members are inspired by their formation about the vision sharing through their mission. In CMI and CMC education system expanded by the farsightedness of the members of the congregations. One of the important factors of these development was their commitment and dedication. They achieved these commitments through their religious formation. The integral formation of a person has a physical, moral, intellectual, and spiritual dimension. It leads to a person to an apostolic commitment and a progressive participation in ecclesial and social experiences in keeping with the charism of their institute. CMI and CMC religious formation focused on the integral development of an individual. These integrated persons are headed by the institutions and thus these institutions can spread the integral education for their students. So the other religious congregations can adopt the religious formation model of CMI and CMC congregations.

The sub-theme “holistic approach” presented the participants’ reply on the Chavara vision actualization through CMI and CMC religious faculty members working in higher education centers. Twenty persons had responded to this theme and sixty three references had been given to support this sub theme. Out of thirty, twenty participants expressed that holistic approach is one of the visions of the institution to sharing vision of Chavara. Most of the respondents (sixty seven percent) suggested that ‘holistic education’ was a significant factor to the actualization of the education vision of Kuriakose Elias Chavara. Education with a holistic perspective was concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials. Chavara vision on holistic approach was an integral development of a person through education and it had enlightened the person. By supporting this vision cases 1, 5, 6, stated that, a*lmost all their institutions tried to give an inclusive and holistic education irrespective of caste, creed or gender*. Case 12 highlighted that, the *institutions and their congregation was run under the Chavara vision. They had started the college for women empowerment and holistic education.* As these responses indicate the faculty members are trying to impart a holistic approach through their institutions. Kuriakose Elias Chavara focused on the holistic education. CMI and CMC institutions followed the path of its founder. The integral development of an individual is the primary focus of these institutions.

They focused intellectual, emotional, social, physical, artistic, creative and spiritual development of an individual. So students and parents prefer to the CMI and CMC institutions for the higher studies. The government institutions in India will adopt these CMI and CMC holistic development approach for the development of the education system.

The sub-theme "awareness programmes" showed the participants' reply on the Chavara vision actualization through CMI and CMC religious faculty members working in higher education centers. Twenty two persons had responded to this theme and forty two references had been given to support this sub theme. Out of thirty, twenty two participants expressed that awareness programmes in education was one of the factors to sharing vision of Chavara. Major part of the participants (seventy three percent) put forward the idea that 'awareness programmes, were the best way to convey the actualization of the education vision of Kuriakose Elias Chavara. Through those programmes the religious faculty members would be empowered and ready to share the vision. For example Case 17 stated that, as *a founder they were giving more importance to St. Chavara. After starting the canonization process they had conducted awareness programs, seminars etc. to impart his vision.* Case 14 highlighted that, *skill development programme, value oriented programme and social awareness programmes had been conducted for the students*. As these responses indicate, awareness programmes had been conducted by the institution for sharing the vision of Chavara. CMI and CMC institutions conducted awareness programmes for students, faculties and families. By these programmes they spread the values for families and individuals. One of the reasons of the development of CMI and CMC institutions were these awareness programmes. In India there are lot of institutions run by different religious congregations. They can follow the models of awareness programmes of CMI and CMC institutions.

The sub-theme "Infrastructure" indicated the participants' account on the educational facilities of CMI and CMC higher education institutions. Twenty persons had responded to this theme and sixty references had been given to support this sub theme. Out of thirty, twenty participants expressed that 'Infrastructure' in education was the one of the factors to improving quality of education. Majority of the respondents (sixty seven percent) replied that well equipped infrastructure would improve the quality of education and thus the religious faculty could transmit the education vision of their founder. Infrastructure plays an important role in education sector. Classroom design, auditoriums, laboratories, campus area etc. are crucial elements of a learning environment. Classroom and interior design of Higher Educational Institutions have a

major impact on a student's learning and its outcome. For example Cases 1, 2, 3… stated that, i*nfrastructure was the primary attraction of their institution. There they had excellent infrastructure. Excellence and service was their motto. Providing excellent facilities capable to convey their motto as well as sharing the vision of the founding father. CMI institutions are famous for their infrastructure and other education facilities. Their class room structure, auditoriums, campus areas, cafeterias, lab facilities etc.…are the model of other institutions. Their University, colleges, professional colleges and other institutions are competent as the foreign universities and institutions. So the infrastructure facility should be a model of all education institutions of India.*

The sub-theme "Quality assessment" revealed the participants' answer on the educational facilities of CMI and CMC higher education institutions. Twenty four persons had responded about this theme and sixty six references had been given to support this sub theme. Out of thirty, twenty four participants expressed that 'Quality assessment' in education was one of the factors to improving quality of education. Majority of the respondents (eighty percent) replied that, the quality assessment programmes in higher education institutions would increase the standard of education. Providing quality education at a higher level was the need of an hour. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. For example Cases 1, 2, 3, 6 10 stated that, in their institutions they had programmes like *self-assessment, peer evaluation, evaluation by the teachers etc. All those methods would help the students to maintain their quality. Cases* 23, 24, 25, 27, 30 highlighted that, q*uality assessment scaling was there by evaluating the development of students in every three months. We have discussions on it later in the management meet.* These responses indicate that quality assessment processes are well maintained in CMI and CMC higher education institutions. Their quality assessment processes will be the model of all other government and private higher education institutions.

The sub-theme "Quality assurance" indicated the participants' reply on the Educational facilities of CMI and CMC higher education institutions. Twenty persons responded to this theme and fifty references had been given to support this sub theme. Out of thirty, twenty participants expressed that 'Quality assurance' in education was one of the factors to improving quality of education. Majority of the respondents (sixty seven percent) suggested that the quality assurance was the way to the development of an institution. Quality assurance in higher education includes all policies, measures, planned processes and actions through which the

quality of higher education is maintained and developed. For example Cases 1, 2, 3, 4, 5, stated that, quality *assurance was maintained in their institution. Teacher training was very important. They spent lot of money, time and energy for teacher training. From the beginning till the end of every academic year there were different levels of faculty training programme, refresher courses etc.* These responses indicate that quality assurance programmes are well maintained in CMI and CMC higher education institutions. The adoption of these programmes in government and other private sector will help to the improvement of the quality of education in India.

The sub-theme "Training" exposed the participants' response on the human capital formation among CMI and CMC religious faculty members working in higher education centers. Eleven persons had responded to this theme and sixty six references had been given to support this sub theme. Out of 30, 11 participants expressed that 'Training' in education was one of the factors to improving human capital formation. Few participants (thirty seven percent) suggested that 'training programmes' would help to improve the vision actualization. Training is a transforming process that requires some input and in turn it produces output in the form of knowledge, skills, and attitudes. For example Case 1, 11, 15 stated that, f*rom the beginning till the end of the every academic year there were different levels of faculty training programmes, refresher courses etc. which were relevant to teaching and the research, and every stream depends on the stream of specialization*. Cases 13, 26, 28 highlighted that, *they had arranged training programmes for different categories for the total development of the faculty and students.* As these responses indicate that, 'training' given by the congregation and institution had helped to improve their potentials and abilities. So the authorities of the institutions should ensure the quality of training programmes.

The sub-theme "Skill enhancement" showed the participants' reply on the Human capital formation among CMI and CMC religious faculty members working in higher education centers. Twenty four persons had responded to this theme and eighty three references had been given to support this sub theme. Out of thirty, twenty four participants expressed that 'Skill enhancement' was one of the factors to improving human capital formation. Major part of the respondents (eighty percent) remarked that 'skill enhancement' was one of the major aspects to the actualization of the education vision of Kuriakose Elias Chavara. For example Case 5, 13, 22 stated that, human *capital development had been achieved by the education programme and they were focusing the skill enhancement, personality development, and spiritual mental and physical development.* Cases 11, 12, highlighted that, g*rowth and development of human capital was moderately high in CMI. They were encouraging the skill development and personal effort and*

freedom to obtain the tasks. As these responses indicate the faculty members of CMI and CMC strongly agreed to the fact that skill enhancement was essential for the development of the person as well as of the institution. So the general and provincial superiors should take necessary actions to ensure the programmes for the skill development of religious faculty members.

The sub-theme "Barriers" revealed the participants' reaction on the obstacles of Human capital formation among CMI and CMC religious faculty members working in higher education centers. Nineteen persons had responded to this theme and seventy five references had been given to support this sub theme. Out of thirty, nineteen participants expressed that 'Barriers' in higher education is the one of the factors to prevent the human capital development. Most of the participants (sixty three percent) replied that different types of 'barriers' prevent the actualization of the education vision of Kuriakose Elias Chavara among religious faculty members. Lack of knowledge in modern educational facilities, lack of motivation, failure in time management and lack of human development initiatives are the main barriers to expand the education vision of Chavara. For example Cases 14, 15 stated that, r*eligious faculty members had not taken interest to improve the human capital development. Lack of time, lack of support from the authorities and lack of knowledge were the barriers. Cases* 23, 24, 30 highlighted that, total *human capital formation was not yet included in their formation. Skilled persons had been there but training and other exposure were less. They were very poor in updating knowledge and skills. Lack of time, planning and convictions were the barriers to the development of human potential*. These responses indicates that, there is a challenge in the development of human capital among religious faculty members and give more importance to improve the potentials and abilities of the religious faculty members. General and provincial authorities should introduce human resource development training programmes for the integral development of the religious faculty members.

This demographic factor considered for the study was the gender of the respondent. This was done with an objective to find if there were any differences of opinion regarding the main variables of the male and female members from CMI and CMC faculty members. The sample of 30 respondents consisted of 15 males, i.e., 50 % and females were 15 in number, i.e., 50% of the sample. According to the coding references the percentage distribution of the main variables are, Chavara vision: male = 44. 60 % and female = 55. 40 %, Education facilities: male = 57.15% and female = 42.85%, Human capital: male = 59.04% and female = 40.96%. The percentage distribution showed that, in the field of Chavara vision actualization female representation is higher than male and in the case of human capital formation and education facilities male representation is higher than female.

Category distribution of the analysis exhibited that, the percentage distribution in the field of Chavara vision actualization female representation is higher than male and in the case of human capital formation and education facilities male representation is higher than female. So the major superiors of CMI (male) congregation should concentrate on the vision actualization and the major superiors of CMC (female) congregation should focus on the human capital formation.

In case of years of experiences, the second category (experience between 10 to 20 years) showed higher percentage than other two sections. Three levels of experiences were distributed, i.e., below 10 years of experiences, between10 to 20 and above 20 years of experiences. According to the coding references the percentage distribution of the main variables are, Chavara vision: below 10 years =34.62%, between10 to 20 = 36.61% above 20 = 28.77%. Human capital: below 10 years =36.92%, between10 to 20 = 44.67%, above 20 = 18.41%, Education facilities: below 10 years =27.44%, between10 to 20 = 39.35%, above 20 = 32.96%. According to these references two categories (below 10 years and above 20 years of experiences) should improve their vision actualization, higher educational facilities and human capital formation.

The next demographic factor considered for the study was the designation of the respondents. This was done with an objective to find if there were any differences in the opinion regarding the main variables according to the designation base from the CMI and CMC faculty members working in higher education level. Three levels of designation were distributed, i.e., Head of the institutions, Administrators and professors/ asst. professors. According to the coding references the percentage distribution of the main variables are,

Chavara vision: Head of the institutions = 38.05%, Administrators= 31.28%, professors/ asst. professors = 30.67%.

Human capital: Head of the institutions = 40.17%, Administrators= 31.76%, professors/ asst. professors = 28.07%.

Education facilities: Head of the institutions = 51.50%, Administrators= 27.34%, professors/ asst. professors = 21.16%.

Considering the designation, the percentage of the head of the institution is higher than the other two sections. The head of the institutions always concentrate on the vision, mission and goals of the institution. So they can spread the vision of Kuriakose Elias Chavara. But the administrators and professors give emphasize to the academic excellence. So they have some

limitations to share the vision of Chavara. So it is the duty of major superiors to motivate them through evaluations, classes, workshops etc.

CMI and CMC are two religious congregations founded by Kuriakose Elias Chavara which follow the visions and charism of the founder. They give priority to education and run many education institutions. These institutions are headed by religious members who belong to these congregations and they are transmitting the vision of their founder. This study highlights the actualization of education vision which has a significant relation in the education facilities and formation of human capital. So the congregation makes sure that to provide excellent facilities like well-furnished infrastructure, well qualified faculties and modern communicative medias for the education sector. Also the implication of the programmes like skill training, exposure programmes, orientation programmes, motivational trainings etc. are essential for the development of human capital formation among religious faculties. It will help to expand the actualization of the education vision of Kuriakose Elias Chavara in institution level and through these institutions the members will spread the vision all over the world. Because CMI and CMC are the world wide congregations.

23. CONCLUSION

The present study ‘the actualization of the education visions of Kuriakose Elias Chavara for providing higher educational facilities in the formation of human capital among CMI and CMC higher education institutions’ reveals that t the education facilities, the human capital formation are important correlates of actualization of education vision of Kuriakose Elias Chavara. The study evaluated the actualization of his vision among CMI and CMC faculty members those who are working in higher education level. This study has highlighted the significance of the higher education facilities and formation of human capital in CMI and CMC religious faculty members. It reveals the positive correlation between the actualization of education vision of Kuriakose Elias Chavara, higher educational facilities and Human capital formation and proves that, they are significant predictors of actualization of the education Vision of Chavara in CMI and CMC higher education institutions. The expansion of higher education facilities as well as the human capital formation are contribute to the growth of vision actualization of any visionary like Chavara. The vision such as value orientation, holistic and inclusive education, moral uprightness, global perspective of fraternity drive manifests the vision realisation process. Execution of these visions creates the development of the entire society.

Innovative and creative strategies should be made for the effective actualization of education vision of Kuriakose Elias Chavara in higher education institutions of CMI and CMC congregations in the field of educational facilities and human capital formation.

24. SUGGESTIONS FOR FURTHER STUDY

A separate study for CMI and CMC members in province level in the field of human capital formation will provide for more effective applications from grass root level. A mix method study in the actualization of the education vision of Kuriakose Elias Chavara should be planned for all faculty members working in CMI and CMC higher education institutions.

25. LIMITATIONS

- The sample size was small because in higher education level there is only a few religious faculty members working in CMI and CMC institutions.
- There was only a limited access of the respondents for the interview schedule because they were very busy with their responsibilities.
- There was lack of previous research studies in the area of education vision of Kuriakose Elias Chavara.
- An equal representation of all the higher education institutions was also a limitation as CMC higher education institutions are less in number than CMI institutions.

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LIST OF PRESENTATIONS AND PUBLICATIONS

Presentations

1. " *Providing Educational Facilities for the Formation of Human Capital through CMI and CMC Higher Education Centers"* , *paper* presented at a national seminar conducted by CEDBEC at Christ University on on June 11 -13 (2019)
2. *"Kuriakose Elias Chavara in the Formation of Human Capital and its impact on Indian Society during the 21st Century", paper* presented at a national seminar conducted by CEDBEC at Christ Universityon on August 22 – 24 (2019)

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